





## ROUND ONE TO BAKER

Wasn't it Burke, whose prose was so much better than his oratory, who could empty the House of Commons faster than the dinner bell? Education normally has the same effect, but on Tuesday instead of the handful of patient MPs seeking the Speaker's eye, the second reading of the Education Reform Bill mobilized a very respectable house for Mr Kenneth Baker.

And among those who followed him and Mr Jack Straw (who made a highly competent opening speech for the opposition) were a string of former Conservative cabinet ministers - Messrs Heath, Tebbit and Heseltine.

Was it the historic occasion Mr Baker would like us to believe? In one sense it was because the Education Bill marks such a sharp breach with the English tradition and paves the way for the break-up of the county and borough public education systems developed by local authorities over the past 80 odd years. This was brought out clearly enough in the debate, mainly by opponents of the Bill like Mr Heath, but there was little sense of history. Most of it was a bit humdrum.

### COMMENT

## 16-PLUS BLIGHT IN LONDON

One of the blank spots in Mr Kenneth Baker's reforming zeal exists where the 16 to 19 development plan ought to be. That is the one age-group neglected in his new Bill, although it is also the stage most urgently in need of a coherent new approach.

Little wonder by accident to design, the Education Reform Bill is certain to put a brake on tertiary plans, with its opting-out temptation to schools with threatened sixth forms.

In particular, the inducements for the dissolution of the Inner London Education Authority set go-to-alone boroughs on a direct collision course with the authority's far-reaching tertiary plans, which inevitably cross borough boundaries and would require major reorganisation if gaps appeared in the maps.

So Mr Baker's terse rejection (page 3) of the ILEA's tertiary proposals for Hackney, Islington and Tower Hamlets is not politically surprising, though it raises important educational questions, and threatens inner-city initiatives elsewhere in Whitehall.

Any I.e.a. decision in favour of tertiary colleges can find both educational and financial justification, especially when the size of the age-group is dwindling; it always involves agonized consultations; and almost everywhere it leads to better staying-on rates and A level results. All these factors are evident in the correspondence currently running in our letter columns, and are true of the ILEA.

In its north-east quadrant - as elsewhere in the authority - there are few educationally viable sixth forms; staying-on rates and A level results are generally poor; few young people are getting the academic or vocational offer they should be entitled to from 16 onwards; and fewer still are getting it under one roof.

The ILEA was a slow starter on the tertiary front, but the tanker was finally turning. After 18 months of vehement consulting, the first set of proposals went to Elizabeth House early in the year, with the other three quadrants lining up in various stages behind.

The Education Secretary's response to a 71-page document was a single-sentence dismissal. Almost without precedent in such an exchange, no supporting detail was offered, or has yet been promised, as to which factors were objectionable, or where improvements might usefully be made for resubmission.

The reference to removing surplus places looks inappropriate, since Islington and Hackney have already been operated on for secondary surplus capacity, and the national as well as the local priority ought to be increased take-up beyond 16. In Tower Hamlets in particular there should be every chance of filling empty desks as the repopulation of docklands takes hold.

The Docklands Development Corporation is well enough aware of the need for the "substantial investment" of which Mr Baker complained, to have promised £6 million of its own towards the new college proposed in Poplar. That investment is now jeopardized, with nothing in sight to fill the PE gap in a key inner-city development area.

What spelt there was in the early stages came in the barracking of Mr Heath by the Conservative members. It is customary to complain about bad behaviour in the back benches (like crowd trouble on the terraces) and it was certainly far from edifying to see an ex-prime minister harried and shouted at by his own party colleagues. But it was highly revealing, all the same, and reflected a genuine interaction between flesh and blood politicians within the cockpit of the chamber. At least people were listening to what he had to say enough to get angry or rude.

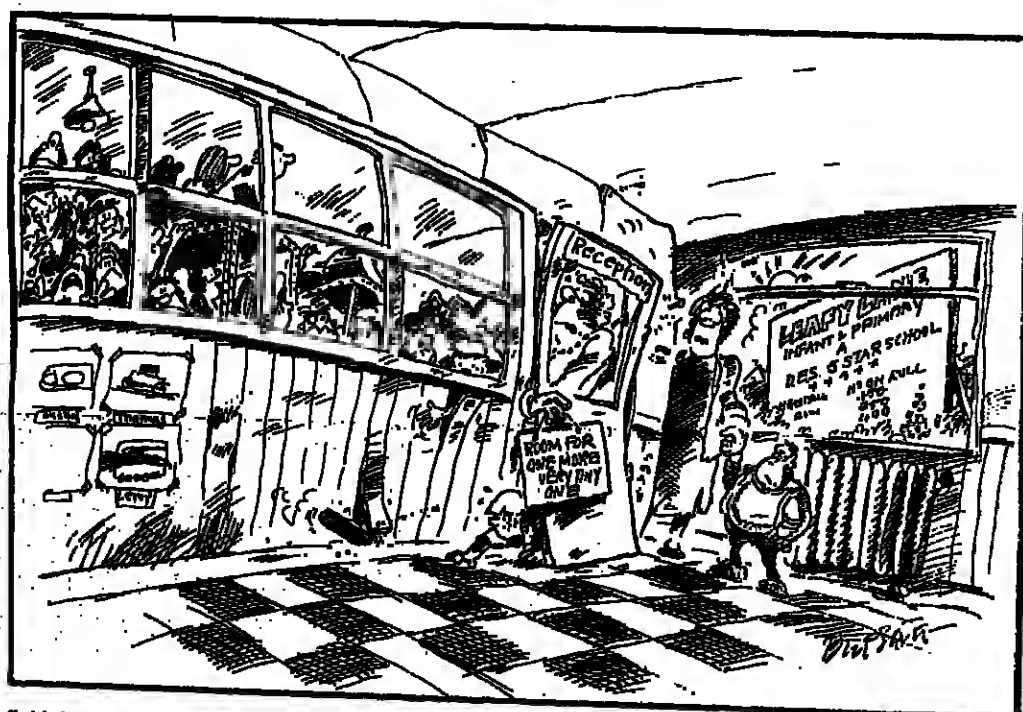
Unfortunately it also indicated how difficult it is going to be to muster any serious Conservative opposition to the Bill in Parliament. Mr Heath's support is the kiss of death for all other Conservative dissent.

Many of his arrows were well aimed. Time for consultation and debate had been far too short. The House of Lords would have every right to step in, given this lamentable approach. He was sick and tired of the political scapegoating of education and the teachers, who were demoralized, as was HM Inspectorate.

The Bill gave excessive power to the Secretary of State - one day that would be someone from the Other Side. Academics feared to speak out for fear of losing their jobs or otherwise incurring official wrath. The provision of parental choice was largely a confidence trick. Opting out would destroy the system. And we were to go through all this because of the madness of Brent and Haringey and two or three others.

Later Mr Tebbit chopped Mr Heath down with unfriendly remarks about his premiership and Conservative unity was reaffirmed when Mr Heseltine added his support. The debate ended in the customary shambles, the only important point about the last half hour being the vote - 348 to 241. Mr Baker and his team are going to have a lot of work to do in Committee, but the outcome of the Bill, in the Commons at least, cannot be in any doubt.

The Government is obviously going to fight very hard to keep the "opting out" clauses intact, because this is where most of its political credibility has been put on the line. The higher education changes may be much more vulnerable to reasoned argument and institutional lobby.



field clear there for a City Technology College? Does he choose to leave well alone in Islington, with its successful sixth-form centre and the well-known boys' school which teaches Latin in the sixth-form (although at least one other school in the borough has a staying-on rate of only 13.4 per cent)? Until Mr Baker says something more positive about inner London's tertiary development, a 16-plus blight will continue to diminish the chances of most of London's young people, who have no satisfactory sixth-form courses nearby, or who are not on the tertiary escape routes to neighbours like Richmond and Harrow. There is much more at stake than the current political battle.

## MATHS: LONG DIVISIONS

The well-publicized difficulty which Professor Roger Bilim-Stoyle's mathematics working party has encountered in its pursuit of national programmes of study and attainment targets will have come as no surprise to those who knew in advance that the time allowed was too short and the issues too contentious to yield easy recommendations. Even so, there was a suggestion that mathematics would have a head start in the business of curriculum building because of the "strong consensus" which had formed around the Cockcroft report. What is clear is that there is no short cut through the minefield of benchmarks and testing in a subject where measured performance reflects such wide differences of attainment at 11 - the famous seven year spread.

Mr Kenneth Baker has done his best to move away from the notion of rigid benchmarks which set a single "national" standard for all children at specified ages. This is a realistic change, but one you need a simple, solid bar vertebrae like this which reflect the popular bedrock on which manifesto promises are based. Assessment ceases to be the straightforward cut and dried business which parents and politicians have taken for granted.

Both Mr Baker and Mrs Bamber have sought to

disperse some of the scepticism of the education professionals by claiming that the tests which will be developed to satisfy the Government's demands, will have to serve both diagnostic and summative purposes - that is, be useful to teachers in organizing children's individual learning, and serve as the basis of informed judgements by parents as to the relative merits of this school or that.

It is one thing to lay down such a specification, along with a charge to prepare programmes of study and age-related attainment targets - all in the space of a few months - it is quite another to deliver well-argued and intellectually-defensible reports which meet these demands. Dr Clara Burstall, the National Foundation for Education Research director, clearly believes that her organization can work something out (page 15), given time - and money - but the mathematics group refuse to have their hand forced by any political considerations.

To his credit, Mr Baker had the good sense to appoint serious people to his working parties and task group. It is clear that they are not prepared to pretend that they can deliver what he wanted in the time he allowed, given his particular requirements on assessment, and retain their integrity.

Professor Sir Paul, of the National Institute of Economic and Social Research, has dissented from the "bland" majority report. After speaking to some of the daily papers, earlier in the week, he was overcome by discretion when *The TES* asked for enlightenment, but it seems he believes that the "establishment" members of the committee ought to have pocketed some of their scruples and gone ahead, regardless, to give Mr Baker practical backing.

If, as he thinks, pupils in schools in England and Wales learn less maths than their German contemporaries because the curriculum is inadequately defined and tested, the quicker something is done to carry out the Baker plan, the better. But Professor Bilim-Stoyle's team are understandably unwilling to be ideologically rolled.

The curriculum is about to undergo some revolutionary changes. At least the consequences of this revolution deserve to be thought through.

## Second opinion HOW BLACK PARENTS CAN USE THE BILL

Now that the proposals of the Education Reform Bill have been published, what will it all mean for parents and especially for black parents and black children?

Opting-out of schools and local boroughs, as well as open enrolment, will be divisive and chaotic - especially so, with no clear educational gain. These parts of the proposal should be resisted by mobilizing support against them.

But what about the rest of the bill? Local financial control is a good proposal - it could encourage more parents and non-professionals to move forward as governors, since budgets and resources will increasingly be in the hands of governing bodies.

The clarification of governing duties and responsibilities, stated in the Education Act 1986, is welcomed for all those of a governing body who want to know exactly what we can or cannot do.

There could be a wide consensus in favour of a national curriculum provided that active steps are taken at the Department for Education and Science level to remove educational disadvantages of race, sex, social class, testing at ages 7, 11, 16, 18, more controversial - the less reintroduction of back-door selection are genuine.

But it has to be said that working-class parents - black and ethnic minority parents in particular - know that a high quality education service is not being delivered (black is not just on Government induced spending cuts) and the expectations of their children, why increasing numbers of them are turning in, despite the independent schools such as Loughborough in Haringey, and the idea of regular national testing might appear to some to be one way of diagnosing and arresting "underachievement" before it is too late.

In short, the Baker Bill is not Armageddon - especially if it encourages a wider range of people to become governors. Increasing numbers of black people, with the support of organizations such as the Inner London Governors' Collective, are trying to ensure that their children (and all children) get an education service of high quality and not a hand-in-hand with equality of educational opportunity. It is actively involved in the decision-making process and not to leave it to the "professionals" or to the ILEA.

Those who describe the bill as wholly evil cannot logically expect a wider community to select the best domains and opportunities which are looked up in parts of the proposal, especially to do with government powers. But education is too important to become actively involved in the life after Baker means getting the best outcome, as well as trying to improve the worst parts of the Bill - defects and lack of forward planning surely mean the worst outcome for parents and schoolchildren, particularly in inner cities.

### Gerald Ransford

Gerald Ransford is a school college governor, and a member of the London Black Governors' Collective writing in a private capacity.

## NO COMMENT

"Dear Mr... My son was kept behind after class as I did not approve of the French language which is the only language he speaks. Thanking you."

Parent's note to head of a comprehensive school.

# Labour repels London magnet schools scheme

by Barry Huggill

The leader of the Inner London Education Authority, Mr Neil Fletcher, has bowed to pressure from his Labour colleagues and dropped his controversial plan to introduce American-style magnet schools.

At a specially convened meeting of Labour members on Monday night it was decided to set up a "think-tank" of between four and six councillors to discuss underachievement in London schools.

But a motion from former leader Mrs Frances Morrell prohibiting any further discussion of magnet schools was easily carried despite objections from Mr Fletcher.

A blueprint for "magnets" in the capital had been prepared by Mr David Mallen, ILEA's head of schools and several Labour councillors were angry that the fact they knew of Mr Mallen's paper was from a report in *The TES* in October.

Monday's meeting was called to discuss the issues raised by Mr Fletcher in a number of speeches and in an article which appeared in this newspaper.

Apart from promoting magnet schools, the ILEA leader has questioned the wisdom of mixed-ability teaching, asserted that many comprehensive schools have failed working-

class children and demanded that Labour councillors take a tough line with the teacher unions.

He has infuriated the unions with his insistence that teachers must accept redeployment and that heads should feel a "moral obligation" to move to schools that need their managerial skills.

He has advocated extra pay for teachers and heads in difficult schools - an anathema to the unions.

The think-tank will commission papers from ILEA officers and outside experts on the issues raised by Mr Fletcher. It will look at the problems associated with removing incompetent heads, look for solutions to the ILEA's high truancy rate and reconsider the case for streaming as opposed to mixed-ability teaching.

Parents, teachers, students and employers in inner London are overwhelmingly opposed to the Government's plan to break up the ILEA, according to Mr Fletcher.

Mr Fletcher said that he was aware of 1,843 responses to the Government's consultative document on the organization of education in the ILEA. Only 0.6 per cent favoured the plan to allow individual boroughs to opt out of the authority, he claimed.

## Baker 'sabotages' tertiary project

by Ian Nash

Plans to inject £5 million of private capital into London's education service have been seriously jeopardized by Mr Kenneth Baker's refusal to accept tertiary reorganization proposals affecting about 40 secondary schools.

The scheme, which involved Hackney, Islington and Tower Hamlets was the first of four sets of proposals to abolish sixth forms in inner London Education Authority schools and concentrate education for all 16 to 19-year-olds in tertiary colleges.

The money was part of a £30 million education and training package from the London Docklands Development Corporation and was to assist in the building of Tower Hamlets tertiary college in Poplar, one of the most deprived areas of inner London.

Leaders of the ILEA have accused the Education Secretary of pursuing a vendetta against the authority and of "political sabotage". ILEA officers are now frantically seeking alternative means of arresting the decline in A level attainment and raising 16-plus participation rates.

Concern was also expressed by an LDDC spokesman who said the plans for the Poplar college were already with the Department of the Environment but depended on Mr Baker's approval. "There will need to be considerable rethinking."

In a three-line rejection of the plans

Mr Baker said the proposals "do not offer any substantial gains compared with present provision and the very substantial investment required. Nor do they address the question of surplus places."

The ILEA has not ruled out the possibility of returning to square one and reorganizing borough by borough, starting with Tower Hamlets, a move that would delight Mr Baker since it would make it easier for boroughs to opt out of the authority.

Mr Neil Fletcher, ILEA Labour leader, said: "I am sure this is exactly what is in Baker's mind. But pressure on Tower Hamlets for 16-plus reorganization is overwhelming."

But, underpinned by the rejection of the plans, he says the authority intends to submit similar proposals for boroughs in the south-west.

Staying on rates in Islington, Hackney and Tower Hamlets are 31.6 per cent, 28.9 per cent and 27.2 per cent respectively. But these figures conceal far lower rates in individual schools. The lowest - 9.5 per cent - is in Tower Hamlets.

Plans for two tertiary colleges to take the bulk of 16 to 19-year-olds in full-time education in Darby were approved by the Education Secretary this week, after the I.e.a. agreed to his suggestions to retain the sixth forms at Ecclebourne and John Port schools.

## Unions call for 16% pay increase

Continued from page 1  
live agreement included the phased introduction of "class" size limits, guaranteed non-tandem time and a better "no cover" deal than the three-day period recommended by the Government.

It adds: "The association urges the committee to review those issues, which we believe to have a direct bearing on the performance of teachers and the quality of education."

They are able to deliver. The union's claim - coupled with the call to re-open discussions on the new contract - will prove a severe test of the advisory committee's independence. Mr Kenneth Baker has told its members he wants them to confine themselves to a 4 per cent pay increase for teachers next year.

In a separate move, all six unions previously represented in teachers' pay negotiations have submitted a



Literary line up: winners of The TES Book Award were announced last week at a ceremony at St John's Gate. From left to right, back row: Edward Bligh, presenter of the awards; Stuart Machure, editor of The TES; David Jeffries, designer of *Galaxies* and *Quasars* (Joint Senior Information Book Award, published by Watts); Angela Ball and Hugh Knight, authors of *New Perspectives*, Book 1 (Schoolbook Award, English section published by Oxford University Press); Nigel Henbest, joint author of *Galaxies* and *Quasars*.

Front row: Rosemary Rees and Sue Styles, authors of Longman's *The American West 1840 - 1895* (Schoolbook Award, History Section); Heather Couper, joint author of *Galaxies* and *Quasars*; Shalla Kitzinger, author of *Being Born* (Junior Information Book Award, published by Darling Klondersley); and Mike Wilks, author and illustrator of *The Ultimate Alphabet* (Joint Senior Information Book Award, published by Pavilion Books).

## Decision day for CTC candidates

A list of the 180 candidates most likely to win places at the Government's first City Technology College will be considered by the headteacher, Mrs Valerie Bragg, today.

Almost half the 2,000 parents of 11-year-olds eligible wrote for information about Kingshurst CTC following the saturation leafleting of the 50,000 homes in the catchment area of Solihull and Birmingham, and 361 made firm applications for places. Within 10 days of closure of applications.

Selection rules, page 20

tions, every child had been interviewed with parents and had sat a 30-minute non-verbal reasoning test designed by the National Foundation for Educational Research to ensure that selection matched the ability range among those sitting the test.

Mr Danvil Underwood, Kingshurst admissions officer, said: "We are also satisfied that the list reflects the broad ability range of the whole area. There was approximately equal interest in the CTC from parents in Birmingham and Solihull."

With the final applications, however, the closer parents were to the school the greater was the interest shown. A final decision on the list is expected by December 15 but it looks certain that there will be roughly equal numbers of boys and girls in the first intake.

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# The power and the product

Judith Chaplin argues that free choice for parents will provide the best possible early warning system of failing schools, but that the Government must accept that you can't just take them off the market overnight

In a recent Platform article (TES, October 23), Professor Richard Pring wrote: "the head of a large local financial management centre (sorry, a comprehensive school) as though to look at the performance of the education service in terms of cost and management is somehow inappropriate, if not absurd. It is an attitude that is expressed often in the educational press. While recognizing that achievements in education cannot be measured only in financial terms, what is wrong with ensuring that every penny of what are inevitably limited resources is spent to best effect?"

Are the concepts of the business world really as likely to damage the service as some educationists seem to believe? Could it not be that the sensible application of business principles to the running of schools might actually improve them? The legislation now being introduced certainly shows that the Government believes that the introduction of forces comparable with those of the market into education will lead to higher standards.

The essential feature of free markets is choice. In market terms, demand will increase for schools which the consumers - pupils, parents and employers - judge to be offering the best service. Opponents of these changes say that these consumers do not have the wit or willingness to make an informed choice. Leaving to one side the arrogance of such an attitude, all experience disproves this: in most local education authorities, providers and consumers of the service usually agree which are good schools and know which are bad ones.

No one denies that there will be some limitation of choice, particularly in rural areas, and that some parents and pupils will not bother to seek the best. But if parents and pupils are given the opportunity to move from less good to better schools, and take it, this does not mean that poor schools will decline any faster than they do now. Indeed the early signs of trouble coupled with the incentive of greater personal responsibility on the part of teachers and governors, could well ensure that remedial action is taken



more quickly under a free choice system than it is at present.

What the opponents of greater choice fail to acknowledge is that drafting children of selective ability ranges into poor schools, as some I.e.s have done for many years, has not succeeded in improving those schools. Successful schools need the commitment of pupils and parents who have freely chosen them. What the Government must recognize is that a school cannot be taken off the market overnight like a product or other kind of service. Choice, as the Audit Commission has pointed out, will result in less than optimum distribution of resources at any one time. The dynamic process of schools expanding and contracting will involve additional costs that do not arise in a more planned or static situation.

Freedom of choice is needed to allow consumer preferences to be expressed in the absence of a price mechanism. If a school is now to be made to face the consequences of falling demand, it must be given the opportunity to alter the service it is providing. A businessman in the same position has to enable him to see what is happening and to change his product or modify his service. Financial delegation is essential to give the headteacher the board of governors the same control over their methods and resources. In this sense, the headteacher of a comprehensive school needs to be precisely what Professor Pring describes, namely the head of a financial management centre.

A comprehensive of 1,000 pupils will have running costs of more than £1 million a year and assets worth some £3 million. A headmaster will be like a chief executive and the governors, the board of directors. They will need to make strategic decisions. They must have scope to vary the inputs which help to determine the quality of the service. Without financial delegation, this is not possible and there is little incentive to use resources to the best effect.

What is clear from the analogy to the Government must find resources to train headteachers and more junior staff as managers and recognize that some of the administrative support, which is at present provided centrally by an I.e.s., will have to be devolved to individual schools. As a

country we have become increasingly aware of the lack of spread of management skills in business industry, the Government must allow the same deficiency to develop in the education service. Schools should not fight for funding outside the public purse. Some schools will have more success than others in making even their own contribution to business and industry. Everyone who organizes the value of work experience, which does, of course, involve the form of equipment, materials, and so on, should be aware of the process he is one way. Schools should be encouraged to use the immense assets in terms of, for example, computing and language design and artistic talents and the brain power which could be put to the disposal of local firms, particularly smaller ones, to help solve their problems. Not only would this be beneficial to the schools and the community, but it would help to develop the wealth-creating skills. Schools should not be a distraction from this, but a part of it.

An essential element of management is to set objectives, particularly important in education where inputs can be measured, but outputs can only be assessed in terms of welfare. This is not an easy task. Critics say they are quality control in the sense that pupils who do not measure up will be treated as "seconds" or "rejects". This is a fundamental misunderstanding of the purpose of management. Managers, setting objectives for staff of themselves, know the indicative of failure not always to a target but of the need for additional help. Secondary school teachers many years have deplored the fact that children can reach their targets but are still basic skills. This is not a failure of their progress but the necessary adjustments that are regularly monitored.

The language of objectives, however, financial management is particularly insensitive to some educationalists. What they have failed to realize is that the language of objectives is not the language of education. Our education service should be judged by the criteria of a consumer enterprise, but this does not mean that these criteria have no relevance. Indeed if they have any relevance, it is to the needs of consumers and producers alike.

The two last at each other, smile, and in unison declare "we can publish in Christmas week."

I have made that up but... The reports were presented on Monday. The DES say they will be published "in due course", and members of the maths committee have been told that they must not talk to the likes of me. Makes you think.

Judith Chaplin is Head of Policy Unit at the Institute of Directors.

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## Mandarin Chinese

This is an historic week - Yes Minister is back. To celebrate this glorious event I have taken to musing how Sir Humphrey would advise Mr Baker on his Education Bill. I think he would have told him to be off with the critics with gobbledygook.

Imagine the Minister asking Sir Humphrey to draft him a few clauses on, for example, open enrolment. Here is what he would probably produce:

"Reference in subsection (3) above to proposals under section 12 or 13 of the 1980 Act are references to the proposals with any modification made by the Secretary of State under either of those sections; and any standard number applying under that subsection is without prejudice to the application under that subsection of a new standard number if further proposals fall to be implemented under those sections."

It's pure Sir Humphrey, is it not? Apart from a vague feeling that "fall" should read "fail" I haven't a clue what that gibberish means. Which would no doubt be proof to Sir Humphrey that he was doing his job well.

The truth, as you have no doubt guessed, is that it's a real quote. The Bill is made up almost entirely of such gems and raises all sorts of questions as to why the Government feels it needs to bamboozle us all.

It's all very worrying because the people who are supposed to know about these matters swear that the strength of Yes Minister is that it is realistic.

Which brings us to the curriculum. As you know, Mr Baker has set up all sorts of committees to make recommendations about what should be taught and how it should be tested. On Monday the reports of the maths and science committees were dropped on his desk.

Picture the following scene. The Minister raises his head from a thick wad of papers: "It's no good Humphrey, you can't trust these academics and teachers - they insist on making difficulties instead of providing answers. Why can't they simply tell me what every 14-year-old should know and have done with it?"

Sir Humphrey: "Yes Minister, it's terrible, terrible." The Minister becomes increasingly irate. He is worried that he will be under pressure to publish the reports but does not want to do so.

"Don't worry Minister," purrs Sir Humphrey, "all we need do is announce we are studying the reports with great interest and that they will be published in due course."

The great look at each other, smile, and in unison declare "we can publish in Christmas week."

I have made that up but... The reports were presented on Monday. The DES say they will be published "in due course", and members of the maths committee have been told that they must not talk to the likes of me. Makes you think.

There was a number of new members were returned to Parliament. Many of them are young, almost all of them educated to degree level, many, though not all, representing the Conservative interest.

There was circumstantial evidence on Tuesday night, as the Education Reform Bill received its second reading, that some of the students at whom the 1986 Act was aimed have graduated to Westminster.

There was prima facie evidence that the freedom of speech clause of that Act does not apply to the House of Commons.

There were two victims of the organized thuggery that passes for rational debate in this, the Mother of Parliaments - the former Prime Minister, Mr Edward Heath, who was shouted at, abused, and eventually, reentered incoherent and the Minister of State, Mrs Angela Rumbold, who was charged with wounding up the debate.

The debate was on a bill regarded by all as the most important piece of education legislation in 40 years. She spoke for 20 minutes or so and for the final 15 could not be heard because the ship was so loud.

What happened is this: For most of

TES staff report on the second reading of the Education Reform Bill

## Heath in searing attack on 'fatal' Bill



Heath: Bill goes too far



Tebbit: not far enough

The former Conservative Prime Minister Mr Edward Heath launched a blistering attack on the Government proposals at the second reading of the Education Reform Bill.

He warned it foreshadowed a move back to selective, fee-paying schools that would be damaging, divisive and "fatal to the education of large numbers of children."

Mr Heath said the Education Secretary had taken more powers under the Bill than any other member of the Cabinet. On the national curriculum, for example, he would be able to "dictate down to individual books."

He said the opting-out proposals should be dropped completely. "We are going through the whole of this because of the madness of Brent and Haringey and two or three others. Moves to 'dictate' to the universities would also have to go."

Mr Heath said the Bill was "a Conservative to abstain on voting, stood isolated as Tory colleagues bayed and barked on the backbenches."

Mr Tebbit, the former Conservative Party chairman, predicted that this would not be the only Education Reform Bill of the decade, and urged the Government to take further radical steps that would give the Education Secretary powers to remove schools from local authority control himself.

He also wanted university departments to have to tender to teach certain subjects, and he envisaged a future where grants would be attached to students, and possibly combined with vouchers.

But while urging Mr Baker to stand firm on the national curriculum testing proposals, he warned him against positioning "every little decoration" on the curriculum Christmas tree.

Sir Rhodes Boyson, a former education minister and another Tory right-winger, called for all primary schools to be allowed to opt out, regardless of size, but he added a caveat. Were the conservatives happy to give power to themselves that they would not be prepared to give to another party?

In a surprise move, Mr Michael Heseltine, who is widely regarded as a "wet", also called for a tighter Government hold. He advocated the scrapping of the Inner London Education Authority, which he said should be allowed to "withstand the vine."

He wanted the Education Secretary to play a greater role in schools rationalization. Prompted by a fear that I.e.s.s would hang fire on reorganization to stop threatened schools opting out, he suggested that the DES be allowed to submit its own rationalization plan alongside that of an I.e.s. Both would be put out to local consultation.

But it was the need to placate the clergy that appeared uppermost in Mr Baker's mind when he opened debate

on the Bill. He introduced the national curriculum by re-stating the Government's commitment to religious education and daily collective worship and went on to announce new concessions.

If he approved an application from a church school to opt out, the Foundation or Trust would continue to own and run the school and to appoint a majority of the governing body. He would also ensure that the new Polytechnics and College Funding Council set up a committee to advise it on "issues of direct concern" to the voluntary colleges.

Mr Baker further accepted the need for governors and heads to be trained for financial delegation and announced that he had agreed this week to make a grant to the National Association of Governors and Managers.

The Opposition focused much of its attack on what it saw as increased centralization of power. Mr Jack Straw, Labour's education spokesman, warned the Bill would turn Mr Baker into the "commissioner of educational control" by giving him 175 new powers.

It would lead to a centralized state syllabus for pupils, label children as failures at 7, 11, 14 and 16 and impose selection and segregation by class and race.

From the Prime Minister downwards, there had been a constant campaign to encourage distrust in the

education system, he said. The opting out proposals would encourage division, while those for local financial management were a "mechanism to force on schools decisions about cuts that the Government has not got the guts to do itself." Tests were part of a "hidden agenda" to "deform" the system.

Mr Paddy Ashdown, Liberal education spokesman, said the Bill's proposals were aimed at destroying local government and bringing back selection.

Lord Callaghan, the former Prime Minister who launched the Great Debate on education a decade ago, will issue a warning this weekend that the Government's Education Reform Bill "will not last as long as the 1944 Act", writes Richard Garner.

In an interview to be broadcast on BBC Radio Four's *Education Matters* on Sunday, he will point out that the 1944 Act was the result of two or three years of consultation between all political parties, teachers and I.e.s.s.

"If this Bill goes through without the agreement and assent of those parties, it is a recipe for instability in our education system."

Lord Callaghan will also say that the Bill will turn the clock back to a selective system of education, adding: "A lot of children with capacity and talent will not get the benefits of our education system."

Sue Surkes

## Silenced by a disorderly House

Earlier in the proceedings that well known comedy duo, Greenway and Boyson, had entertained the House with their question and answer pattern. It went something like this:

Sir Rhodes-Boyson: "There is more to schooling than the 3Rs - there is knowing about right and wrong."

Harry Greenway: "Could I interrupt my honourable friend? Would he not agree that spiritual and moral values are what schools should be about?"

Sir Rhodes: "I welcome the interjection by the honourable Member. He is my neighbour, he is my best friend, I used to be his boss when I was head, he is a wonderful man. Yes I agree, morality, that is what it is all about."

One may not agree with the puritanical two but let it be reported that they sat throughout the debate, they beckled

but did not bray, they listened with respect to the opposing side. I think they should take aside 50 or 60 of their colleagues and have a quiet word. On second thoughts perhaps they ought not - they would probably be sworn at.

Serme over and time for the serious analysis. The second reading ever - what conclusions can be drawn? Precious few I am afraid.

It could well be, as the papers have reported, that there are 40 or 50 wet Tory MPs prepared to revolt but they were in hiding on Tuesday. Labour aside, and with apologies to Paddy Ashdown of the Liberals, and to Mr Heath, the criticisms came from the right.

Heseltine (he may not be a right-winger but he certainly sounded like one) and Tebbit demanded the immediate scrapping of the ILEA.

It was, I suppose, inevitable, that the ghost of RAB Butler would be putting in overtime and I regret that I did not have the opportunity to interview it (him?).

Listening to Mr Straw, and almost every Labour speaker that followed, it would seem that the late Mr Butler was a card carrying member of Mr Kincock's party, a passionate advocate of the comprehensive school, a sworn enemy of elitism and privilege, early advocate of anti-racism and sexism, and exemplary husband and father.

Last point apart, I don't believe a word of it.

Barry Hugill

Harry Greenway: entertained the House

Angela Rumbold: could not be heard

Barry Hugill

Barry Hugill

Barry Hugill

Barry Hugill

Barry Hugill

Barry Hugill

Barry Hugill

## Literacy grant may bypass I.e.s.s

by Ian Nash

Local education authorities could be excluded from a £5 million windfall for adult literacy schemes from the Manpower Services Commission, a national conference of adult education providers was told last week.

The warning came from Mrs Barbara Marsh, an area manpower chairman, amid growing fears of a drastic cut in adult education provision as a result of the Education Reform Bill, with loss of access to thousands of school and college buildings.

The MSC will look for the most appropriate provider Mrs Marsh, vice-president of the National Institute for Adult and Continuing Education, told the NIACE study conference in London.

Mr John MacLeod, the Association

of Metropolitan Authorities' officer responsible for continuing education, said the Commission's demands for immediate solutions to basic skills shortages were likely to be incompatible with I.e.s.s efforts to concentrate on the whole range of adult education provision.

"The worry is that the MSC will look for 'quick fix' remedies to bring people up to competence. It may suit some but is unlikely to suit us."

More than 80 per cent of existing provision comes from I.e.s.s, a little comes from the voluntary sector and virtually none from private agencies.

Pressure is on the MSC to devote the full £5 million available to basic skills following publication of the report last

week by the Adult Literacy and Basic Skills Unit, which suggested that six million adults in Britain have literacy and numerous difficulties.

"The Commission is loath to set up the Unit for the Development of Adult Continuing Education and Relearning, which offers courses for unemployed people. It is thinking instead of devoting the money to the development of course materials which would benefit all possible providers."

What is evident, however, is that the commissioners are uncertain about how best to tackle the issue. They must prove themselves to be worthy partners and offer all assistance they can.

Mr MacLeod said:

## Staff 'not qualified to take extra school assemblies'

by Bert Lodge

Very few teachers are qualified to conduct an act of school worship, a conference of religious education teachers and advisers was told last week.

Yet the proposals in the Education Reform Bill allowing separate assemblies for different groups instead of the single assembly each morning for the whole school will mean many more acts of daily worship than at present, Dr Brian Gater, chairman of the Religious Education Council, pointed out.

"I can count on the fingers of one hand the number of heads of course I know which give any attention at all to developing school assembly," Dr Gater

said, "Only two or three hours spent on it in three or four-year degree courses for teachers."

A paper published last year by the council showed that more than half those teaching RE lacked any professional qualification in it. "At present, RE is being taught by teachers who have not had their confidence boosted since they left college 10 to 15 years ago," he added.

The council, representing 36 religious organizations, wants to see RE classified as a shortage subject partly to attract higher pay and partly to



Jeremy Sutcliffe reports on further upheavals in the life of a controversial comprehensive

## Calls to suspend head over crisis in management

The struggle for the soul of one of the country's most famous and innovative comprehensive schools has again exploded into controversy.

The fresh dispute at Countesthorpe College, the Leicester school once considered among the most democratically run in Europe, has so far led to union calls for the suspension of the principal, Mr Chris Evans, after he had written to a teacher asking for his resignation.

In addition, the police have been called in after allegations that two leaked confidential letters were stolen from Mr Evans' study. So far no charges have been brought.

This latest episode in the history of a school which has been dogged by political controversy but has also won a schools curriculum award, involves Mr John Shotton, a Senior Lecturer in Education who joined the staff six years ago.

Mr Shotton has made a complaint under the school's grievance procedure. He claims the head wrote asking for his resignation five times last year, while he was on secondment studying for a postgraduate degree at York University. Mr Evans also alleged to have written two letters to a senior education officer, copies of which have been passed to The TES.

Mr Evans asked the police to investigate an alleged breach of security, claiming the letters were taken from a confidential file in his room, photocopied and returned.

Calls for Mr Evans to be suspended and disciplined have come from the Mid-Leicestershire and City Association of Teachers, the National Union of Teachers. The union's 70-strong divisional council has also backed the demand.

Staff at the school have passed a resolution supporting Mr Shotton. A petition in defence of the history teacher signed by about 400 Countesthorpe pupils has also been collected.

Attempts to resolve the row with a meeting between the principal and Mr Shotton have failed, but the next stage of the grievance procedure—a meeting of the school governors—has yet to take place.

Meanwhile, a complaint taken out by another member of staff, Ms Lorna Chessum, a Scale 3 sociology, maths and humanities teacher, is yet to be resolved after five months.

Ms Chessum, who has taught at Countesthorpe for 13 years, claims she was discriminated against when she was passed over for an equal opportunities management post at the school. The job was offered, says the union, to the only other applicant, a probationary teacher.

Mr Evans and the local education authority have declined to comment because both cases are still subject to the school's grievance procedure.

The dispute has its roots in the history of the 14 to 18 upper school, which opened in 1970 with the brief to rethink "the total process of learning". In its first five years it evolved new management and teaching methods.

All management decisions, instead of being made by the head with the aid of senior staff, were taken by rotating committees in which all staff members took part. School policies were decided in "moots" of staff, parents and senior students.

Countesthorpe also developed innovative teaching methods, involving team-teaching, or "mini-schools", which enabled students to negotiate



Countesthorpe School: moving away from its progressive image?

their own workload. Teachers were on first name terms with their pupils.

By 1974 Countesthorpe, was the subject of lurid press reports, with one local resident branding it "a place for criminals". Children were reported to be wandering aimlessly around the school, not knowing where they belonged or where to go. Damage and graffiti increased.

There was also growing parental concern. A petition signed by 411 people (not all parents) demanding a suitable and efficient education for their children. A counter petition, however, signed by 920 parents showed strong support for the school's pioneering techniques.

Despite this, Mrs Thatcher, then Education Secretary, called in the inspectors. Their report found the school excessively dirty and damaged, and lacking in "social control". But they dismissed allegations of violence or theft and said attendance compared well with other schools.

Countesthorpe survived a great deal of opposition and gradually gained widespread recognition as a successful "progressive" establishment. In 1985, it won a schools curriculum award.

Ironically, soon after the award was

announced the principal, Mr Chris Evans, suspended the framework for "participatory democracy". It had, he believed, proved incapable of taking necessary decisions.

This action, taken in February 1985, followed a bitter internal dispute over falling school rolls. NUT members, the overwhelming majority of the staff, refused to discuss where cuts should be made.

The move away from "moots" reflects the desire of the head and the i.e.a. to revise the management structure along more traditional lines, with an effective middle tier of senior teachers. Critics of the new system claim it is hierarchical.

One of the strongest indictments of the new regime comes in the current edition of *Liberal Education*, a periodical magazine whose editorial board includes Mr Shotton.

An unsigned review of a history of Countesthorpe, *Democracy in One School?* by Tula Gordon, published by the Felner Press is highly critical of the recent changes in the school's management. It claims the school has now become "probably the least democratic and most patriarchal upper school in Leicestershire".

## IN BRIEF

### EIS sets up political fund

The Educational Institute of Scotland has become the first teaching union in the UK to set up a political fund following an 85 per cent vote in favour in a 67 per cent poll, the results of which were announced last Friday.

The union says the fund will be an "insurance policy" to help it withstand any challenge in the courts and deem any of its actions political. The result does not mean affiliation to a political party.

### Haringey row

Black Labour councillors in Haringey fear the authority's education committee chairman is trying to divert jobs for Tottenham's all-black independent school, John Loughborough. The council voted two weeks ago to consider a report, after the Seventh Day Adventist Foundation asked Haringey to back its bid for voluntary status, and to let it buy or lease the redundant site and premises of a former school, Tottenham.

But at a confidential meeting last week a motion passed to ask Haringey's chair of education, Mr Harris, that the borough should "in principle" acquire the site for £1 to £2 million, or less, to some £280,000 a year, was agreed.

### Quorum inquiry

A survey of 125 schools in Cheshire found that more than three-quarters of parents' meetings failed to reach enough parents to take decisions on the running of the school. The Cheshire Federation of Teachers Associations, which conducted the survey, also found that smaller the school was the better turnout of parents.

### Discipline alarm

The Professional Association of Teachers has asked the Prime Minister to set up a commission of inquiry into discipline in Britain's schools. The follows a PAT survey in which one in three members who replied said they had been subjected to physical attack at school. A total of 94 per cent of those who replied believe discipline is on the increase in schools.

### Aids exam

Nearly 2,000 candidates were examined in Aids this month at an Assisted Examinations Board test in health, hygiene and safety. The AEB, which believes it was the first time the subject was presented in this kind of exam, asked entrants, amongst other things, to give two symptoms of Aids, describe how it can be transmitted and give three ways to help prevent its spreading.

### Better behaved

The number of suspensions in Birmingham schools is falling. Last year 1,232 pupils were suspended, compared with 232 the year before. A report by the city council's special needs sub-committee said about one in three suspended pupils returned either to their own school or to an alternative school. The rest were transferred to suspension centres. Ms Carol McKinnon, the sub-committee chair, said the reduction was encouraging, and reflected the development of more positive ways of dealing with disruptive pupils as alternatives to suspension.

### Rent arrears

Foreign students, many of whom are on scholarships, have run up rent arrears of more than £134,000 in Leicestershire, south London. Several of the students had arrears of over £1,000. The council approached the Foreign High Commission in May for help over one particularly high bill. The commission has still not replied.

## Research on race 'badly neglected'

by Diane Spencer

Lord Swann, chairman of the committee on the education of ethnic minorities, this week castigated the Government for its failure to spend more money on research in this area.

At the opening of the Centre for Ethnic Studies in Education at Manchester University, he said he had written to a senior official at the Department of Education and Science to discover what had been achieved since the publication of his report, *Education for All*, two-and-a-half years ago.

"They sent several sheets of paper telling me about educational support grants, ethnic monitoring and so on." But he said there were only four lines on research, which told him that Dr Gajendra Verma, the director of the centre, had just been given a research grant for £180,000 to study race relations in schools.

"Dr Verma is in a distinguished position. He is the first and last project to be funded by the DES, post Swann." He recalled that the project had been approved in principle two years ago. "As an erstwhile biologist I liken it to the reproductive habits of elephants. But now the ethnic elephant has been sterilized. This is very regrettable indeed."

Lord Swann said he had persuaded Sir Keith Joseph, then the Education Secretary, to put aside money for research in this field, but this had not been overlooked. "It is sad that the DES thinks it should not support research." He said that he was conscious of the media criticism of the Interim report under the chairmanship of Mr Anthony



Uncertain future for race research

for West Indian underachievement on racism. The committee had failed to tackle the questions of IQ and family background and did not explain why Asians did as well as whites despite racism. As a result the Government had largely ignored the report.

The centre at Manchester University will bring multicultural and anti-racist perspectives into teacher training. It will eventually have five staff and already has 25 postgraduate students working on a variety of research topics including bilingual education, the achievement of children of Chinese origin and conflict between generations.

## Task group questions achievement records

by Sue Surkes

The national steering committee for records of achievement has warned Mr Baker's Task Group on Assessment and Testing that the records could come into conflict with the proposed national curriculum.

The committee, set up by the Government to monitor pilot work on records of achievement involving 22 English and Welsh local education authorities, says in written evidence to the TGAT that while the records of achievement proposals are for the benefit of individual pupils, those for the national curriculum also relate to accountability of schools and i.e.a.s.

"The recording and reporting of national curriculum, assessments in ways that fulfil the proposed evaluative and comparative purposes may sit uneasily within a pupil's individual record of his or her unique positive achievement, without reference to other pupils' achievement."

It says that some pilot developments are strongly tied to the idea that pupils should own their records, and decide what to include and who to allow them to.

"The use of the summary document at age 16 - and perhaps an interim summary document at age 14 - to convey the results of assessments to parents would conflict with this philosophy." The committee adds that protection would have to be given to the pupil's personal statements.

The committee, which also finds said the national curriculum, says it is vital that the two complement each other.

"The recording of pupils' experiences and achievements can be of greater importance as a means of providing the

against national attainment targets can be set."

In a separate, interim report on records of achievement published last week, the committee recognizes schools' concerns about the time needed for the recording process. "The most favoured strategy is to allow a permanent enhancement of schools' staffing ratios rather than to use supply cover."

The steering group, which is chaired by a Department of Education and Science civil servant and is due to issue its final report next autumn, says 1995 should be the target date for all pupils leaving school to have summary documents.

In an interim evaluation report, another team based jointly at the schools of education of Bristol University and the Open University, says it has "little evidence of direct links between the introduction of record of achievement processes and increases in pupil motivation" although it concedes this might be due to difficulties of isolating cause and effect. The end-of-school record, it adds, might have a greater impact on youngsters than the regular recording.

● The DES and Manpower Services Commission will jointly fund a study of how employers and others use records of achievement and other profiles for selection, placement and decisions about training.

The interim report of the National Evaluation Team can be obtained from Mary James, the Open University School of Education, Walton Hall, Milton Keynes, MK7 6AA, or from Barry Slaven, Bristol University School of Education, 22 Berkeley Square, Bristol BS8 1HP.

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PRIMARY

Diana Hofkins reports on two videos that help Bangali and Cantonese parents to provide a more stimulating home environment

# The serious purpose behind child's play

Parents know instinctively how to play with their children. Or do they? How much is actually learnt from TV, from books, from mixing with other parents and the wider community?

Health and community workers in the London borough of Tower Hamlets found that many parents within the Bangali and Cantonese communities were not giving their children enough stimulation through play, and this meant that they started school at a disadvantage. The area health authority has now produced two videos, in the communities' mother tongues, which show parents how to encourage their children to play, and how to make simple, inexpensive toys.

It may look to some as though Tower Hamlets is simply trying to impose English values on Asian and Oriental communities. But in fact the idea came from the Tower Hamlets Chinese Association. It asked the authority's health promotion service to make a film on play, and Bangali child development and health workers were quick to take up the idea.

"We have used local families and local people in the films, so it's right for them. It all makes sense," said video production manager David Caiger.

And Mrs Prapti Ali Choudhury, a Bangladeshi parent adviser and consultant on the film, explained: "In Bangladesh, people live in a village. Children go out, they play with sand, sticks, lots of other things. They can run around. Here, they're locked up in one or two rooms on the fourth or fifth floor."

In addition, she points out, parents often speak little English, and mothers with many children are tied to the home. The problem is not that parents



Building a future: stimulation through play is an important part of the learning process

don't want to play with their children, but, within this alien culture and confined housing conditions, they simply don't know how.

The video, narrated by Mrs Choudhury, tells parents: "Play is fun. It's very important too, because children learn and develop physically and mentally by playing. Play doesn't need expensive toys, but it does need good ideas."

"Parents like the video," she says. "All of them. People say things like 'Oh, I never thought of that'. When we talk about it, they get so many other ideas about what they can do."

The video is used by health visitors, play groups, community groups, health centres and women's centres. It can even be shown to parents in their own homes, as many Bangali families buy video-recorders to watch films in their own language.

The video serves as an ice-breaker, too, making it easier for parents to talk with health visitors about the subject - and it is particularly helpful if the

visitor does not speak Bangali.

The Chinese Association has also found the video helpful. David Caiger points out that while poverty is generally less of a problem among Chinese people, isolation can be a greater one, since the community is much smaller - particularly outside London.

The video unit is careful to consult with the communities their work is aimed at, to make sure it is culturally appropriate, and to find out what is wanted. So far, David Caiger and his colleague, Paul Collins, have produced videos on breast feeding, weaning, eczema and dental health, all in Bangali, in addition to the two on play. Eventually, they hope to make English versions, too.

Play (Bangali) and Play (Cantonese) are available at £25 to purchase or £10 to preview from Tower Hamlets Health Promotion Service Video Unit, Tredegar House, 97-99 Bow Road, London E3.

## Insurance tie-up frees school from cash worry

by Sarah Bayliss

Commission on the sales of insurance policies in Suffolk will in future benefit the children of a tiny village primary school.

In an unusual deal struck between a school and a commercial sponsor, Sutton Church of England primary has linked up with the Heads of the Benefit Society.

The society, whose offer has been approved by the county education committee, is to launch a new insurance policy by donating a sum to the school plus 5 per cent of the annual premium on every policy.

The school, whose pupils have always been an English out-lying, hope to raise at least £10,000 in this way to pay for a library extension to a three-classroom premises.

There are 66 pupils at Sutton school, which provides the best of the small village of Sutton (near Ipswich).

Mr Mick Keeble, chairman of the nine-year-old trustees, said that the school had had a very successful year, a dozen financial institutions being the past year when he was chairman of the parent-teacher association.

Hearts of Oak had responded with a special offer for Suffolk residents. "They have made a particular offer attractive to their salesmen to sell for policy-holders to buy," said Keeble.

Mr Laurie Rousham, head of school - who is known in Suffolk for encouraging parental involvement in the classroom as well as in fund-raising - said the scheme would involve a number of large sponsored events, including a driving skills competition, local airfield.

"The PTA is very active in supporting the school, and it has taken the view that we should think of Rousham said.

He hoped that the scheme would attract more sponsorship from local firms such as a tree-planting campaign to replace the many specimens including oaks, which had been lost during the October 16 storm.

Mr Tim Hall, regional manager of Henrys of Oak, said his company had been looking for ways in which to develop its business in Suffolk. He had been impressed by the enthusiasm of Mr Rousham and Sutton's parent-teacher association. "The more I spoke to them about the school, the more I came to appreciate them in what they're trying to do."

## Police back safety pack

by Iolo Smith

Teachers and police in North Wales have combined for the first time to produce a school pack to promote safety on the road and at play.

The primary school pack, which includes booklets and pupils' work cards, is the outcome of a pilot project launched by Gwynedd and Clwyd. It aims to increase the police's involvement in curricular matters.

The pack will feature prominently in the classrooms of seven selected primary schools from Gwynedd's Conwy Valley and a similar number from Western Clwyd. If it proves successful, it is likely to be introduced throughout both counties next year and eventually extended to cover secondary schools.

## Swot shop

The Swot Shop featured on the primary page on November 6 can be found at the following address: 367 Church Lane, Kingsbury, Brent, London NW9.

## Newcastle inquiry uses Select Committee model

by Julia Hagedorn

Newcastle upon Tyne is about to investigate primary education using the recent House of Commons Select Committee inquiry into primary schooling as a model. This could provide the first blueprint for good primary practice within the confines of the proposed national curriculum.

The committee of 12 will include advisers, heads and teachers and will have the former primary RMI Mr Norman Thomas as adviser and consultant. Mr Thomas also acted as adviser to the Select Committee.

The committee will start taking evidence in January from parents, governors, associations and other interested parties. It will use the House of Commons report as the basis of recommendations to improve policy and practice throughout the authority.

The committee will finish taking evidence in the autumn of 1988 and produce a report by the beginning of 1989 which will outline a 10-year plan for primary education. It will cover four main areas: early childhood, the curriculum and its likely demands, school development plans and grant-related in-service training, and liaison.

Nancy Elliot, the senior inspector for primary education, has made it clear that the inquiry has not arisen out of any dissatisfaction with primary education in Newcastle. It was an attempt, she said, to ensure that money was spent wisely.

Newcastle was one of the nine authorities chosen by the Select Committee for a more detailed examination of its schools.

The inquiry is to be financed partly by GRIST money and partly by an anonymous commercial benefactor.

## Integration 'too popular'

by Carmel McQuaid

Northern Ireland's latest integrated school, Bridge primary at Banbridge, County Down, has placed the local education and library board in a dilemma by applying for state support.

While any integrated school which proves viable becomes eligible for support, the future growth of Bridge primary threatens the nearby Abercorn and St Mary's primary schools. Bridge primary has already won away 30 pupils and its intake is likely to grow from 75 to 200 in the next few years.

The Southern Board, however, considers the primary provision in the area to be adequate, especially as existing schools are legally obliged to educate children from all religious backgrounds.

In view of current financial restrictions and a lack of information about the development of Bridge, the Board decided not to recommend maintained status. It has notified the Education Department of Bridge's wish to be

come fully maintained, as required, but has communicated its own reservations.

The number of integrated schools in Northern Ireland, has grown from one in 1984 to seven in 1987. The Belfast Charitable Trust for Integrated Education, their governing body, points out in its annual report that whereas new segregated schools receive grant aid from the planning system, integrated schools have to demonstrate their viability for up to three years after opening.

Support to enable Catholic and Protestant schools "to start the process of transformation", which will leave them integrated, is identified as the Trust's most immediate challenge. The financial situation remains a major obstacle, however.

Edited by Sarah Bayliss

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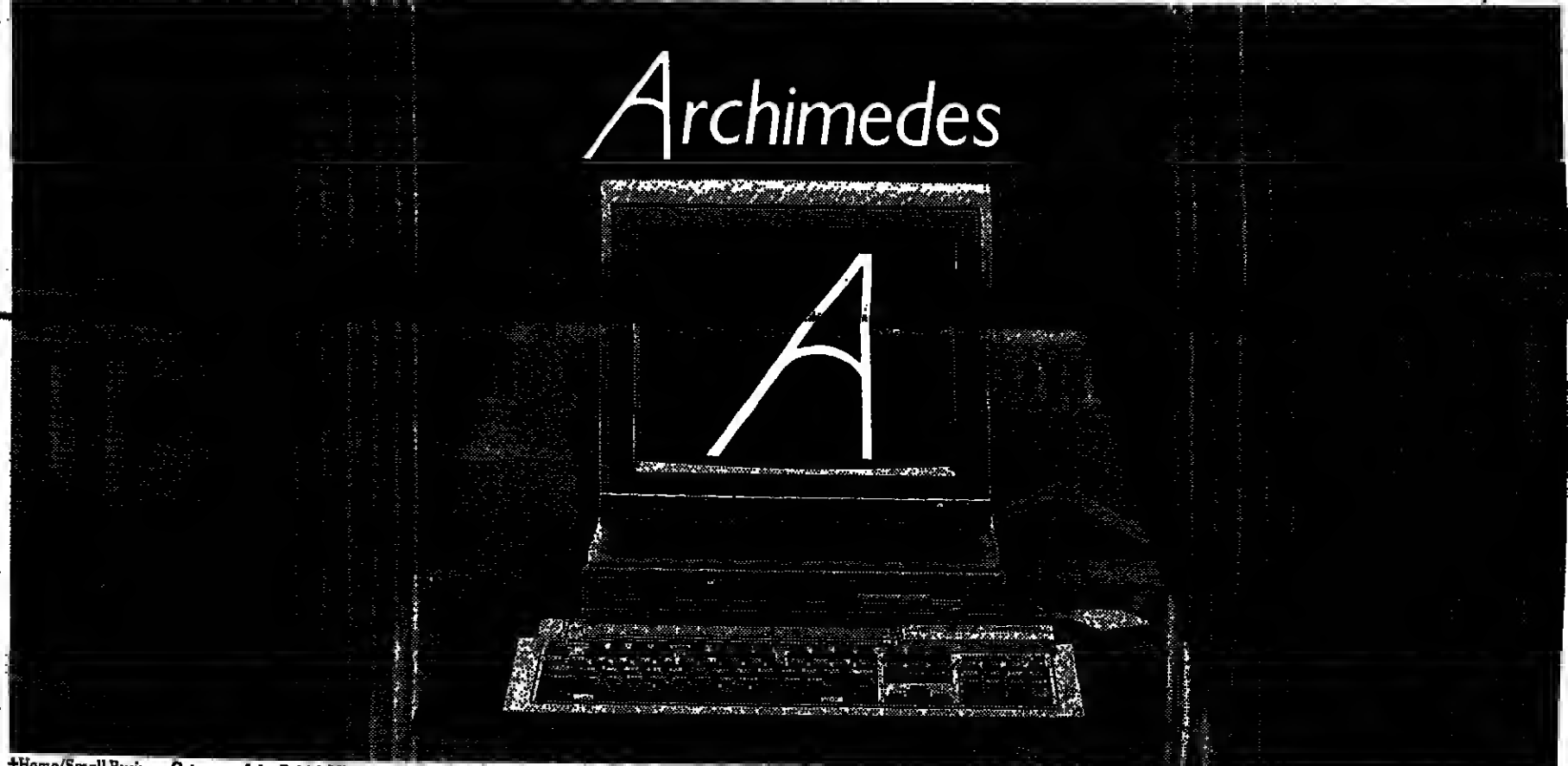
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## Firms want data on leavers' weaknesses

A serious clash of views over the nature of school records of achievement has emerged from the first detailed study of employers' responses to them.

A majority of the employers involved in a survey undertaken by the Industrial Society wanted achievement records to include information about pupils' weaknesses as well as their strengths. It was reported at an IS seminar last week.

This cuts right across the educationists' conviction that reports must be devoted to positive achievements alone.

The survey was based on a record of achievement scheme run by Essex County Council in which 60 companies were linked with local schools and shown composite profile based on actual pupil records.

All but one of the firms were enthusiastic about the records, and the society claimed that their comments should allay any doubts in education about industry recognizing their value.

But more than half the employers wanted the records to reveal pupils' weaknesses. Reasons given included the desirability of knowing "where the student needs to grow", and the need for "facts rather than salesmanship".

The study emphasizes that a substantial minority of the firms in the study did not want to be given negative information, which many suspected could be based on personality clashes

between the pupil and staff rather than substantiated fact. Many employers said they were prepared to make their own judgements at selection interviews.

However, the society revealed that, in fact, some of the authorities running achievement record pilot programmes do supply separate confidential reports on pupils' weak points to employers who request them.

The great majority of employers said they would look at the achievement record portfolio before interviewing a school-leaver and the society claimed that they regarded it merely as an aid to other information. Employers will go on relying on qualifications to sift applicants, the study claims, with some using the record of achievement as a secondary selection mechanism.

Mr Sherrill Andrews, Industrial Society education adviser and author of the report, said that this may change, however, as employers get to know and trust the new system.

He claimed that their caution is partly the result of their experience with school reports, which were described as "a load of pap" and as "hardly worth the paper they are written on".

A substantial proportion of employers wanted the school portfolios to be linked to the Youth Training Scheme's existing profile system.

Records of achievement at school and work and credit accumulation systems, are the potential building blocks for such a system. This week, as fears surface that the national curriculum may get in the way of school achievement recording, we report on some of the converging developments in these fields.



Limited account: employees' experience and achievement will be recorded

## Skills passport endorsed

The Industrial Society is planning to develop a "skills passport" for all young workers - a workplace version of school records of achievement.

Employers will be asked to record experience and achievement on the document so that future employers can recognize them as "relevant measures of skill".

The plan is part of a training initiative being launched by the IS to spread the good practice it has learned from its work with a number of leading employers. The initiative will consist of a series of recommendations backed by case material, courses and conferences, and in-company training.

The society's director, Mr Alistair Graham, says that the aim is to get employers to develop both young people and mature workers through a blend of planned experience and formal training which should, where possible, lead in transferable credits or other records of achievement.

## Common test credit currency sought

Vocational skills may soon come under the umbrella of a universal credit recognition scheme, provided administrative problems are solved. Professor Peter Thompson, chief executive of the National Council for Vocational Qualifications, said there was widespread support for the scheme under which any unit certified by an award-granting body and recognized by the council will count towards any qualification to which it is relevant.

The proposals mean that the award-granting bodies - such as the Business and Technician Education Council and the City and Guilds - will have to accept each other's tests.

Among the major administrative requirements is the setting up of a national register of "relevant competence".

The NCVQ would maintain the register, listing the approved units and credits - including units, modules, segments, and skill tests - recognized by all the award-granting bodies.

The council would like to introduce the scheme by the end of next year. It will require an "NVQ" (National Vocational Qualification) record of accredited competence, but issued by the awarding bodies, everyone who registers or sits of a course or test.

The NCVQ points out that the proposals mean a national vocational qualification could be gained by bringing together units achieved by holders of working for a number of separate awards.

## New Year to usher in reform of qualifications

The National Council of Vocational Qualifications is ready to embark on its full-scale reform of the vocational qualifications system. From next month anyone awarding a qualification will be able to apply to the council for its recognition.

The decision, taken by the council in private on Monday after considering reports on a pilot programme which has produced the first five registered NVQs will be formally announced at the council's national conference on January 8. The NCVQ also agreed to a draft version of the procedures for handling applications.

It is expected that all the main vocational examining validating

bodies will put forward applications almost immediately, but there will also be proposals from industry training groups and professional bodies. There is no question of any organization, however respectable and eminent, getting blanket approval for all its awards. Each will have to be submitted separately, and if necessary, changed to meet the NCVQ's stringent criteria.

But the council is prepared to grant provisional approval to awards which conform generally to its specification while modifications are being worked out, and this may save bodies such as the Royal Society of Arts or City and Guilds from having to offer what will have become unofficial qualifications.

But the council hopes to have endorsed some hundreds of awards by the end of next year.

It is expected that a high proportion of the initial wave of applications will be for awards in the office training and business field, where there are several giant examining and validating bodies and many smaller ones. Professor Peter Thompson, the council's director, told *The TES* this week that it expected to be asked to endorse a number of competing awards, and would do so where they satisfied the criteria.

This would suggest that the council is giving low priority to one of the Government's major objectives in its formation; drastically reducing the number of awards on offer and cutting out duplication. But Professor Thompson takes the view that what matters is standards - and that it does not matter if a number of different bodies offer the same qualification as long as the standards it certifies are clear to everyone. He points out that nobody suggests that the school examining bodies

are creating an unnecessary multiplicity of awards because they each offer their own version of GCSE at the same level.

What is not clear is whether the council, in getting down to practical reform of the system, has really jettisoned altogether any intention of tackling duplication or whether it is prudently deferring action which might alienate some of the powerful vocational examining bodies - and more important, large sections of industry and education who are used to the titles and patterns of the existing awards.

For the moment, the NCVQ has more important problems, and at their head is winning recognition of its existence from employers and teachers. Neither group is particularly good at coming to grips with new schemes and programmes, as witness the huge sums that the Manpower Services Commission had to spend to make them aware of the Youth Training Scheme. The NCVQ is prepared to spend up to £1 million on publicity this year.



Peter Thompson: what matters is standards

## Fewer governors plea rejected

Demands from employers for smaller school governing bodies will be rejected by the Government, promises Mrs Angela Rumbold, the Minister of State for Education.

She told *The TES* last week that there is no question of ending staff representation.

Last month Mr John Banham, Confederation of British Industry director, said that businessmen would only be prepared to serve on governing bodies if their size were brought down to single figures. "That could be achieved by getting rid of staff governors, whose presence broke all the rules of management," he said. Mr Banham's views are significant

because the CBI is examining ways in which it might co-ordinate the drive to find enough businessmen willing to become governors. But Mrs Rumbold clearly disagrees with him over the value of staff participation, and says that single-figure governing bodies would not have enough members to maintain a close involvement with the whole range of school activities.

In her speech earlier in the day to shareholders, held at ICL's Windsor training centre, Mrs Rumbold described forecasts (made by CBI leaders among others) that at least 40,000 more school and college governors to meet

the statutory requirements as unrealistic. She said that many schools already had industrial representatives and that there were also many parent governors who could speak in one way or another for the business community.

She explained: "Governing bodies do not need to confine their sights to captains of industry... Certainly the 40,000 new industrial governors being needed overnight is very exaggerated and rests on far too narrow a conception of what representation of the business community might mean."

Edited by Mark Jackson

# MADE FOR SCHOOLS, HONOURRED BY ACADEMIES



Claire Bloom's portrayal of Emily Dickinson in *The Belle of Amberst* was a highlight of The English Programme series for schools.

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# Nobel Prize winner laments Government's failure to encourage new generation of young scientists

## Pursuit of knowledge 'downgraded'

Young scientists are facing a bleak future because of the present Government's philosophy, Sir George Porter, president of the Royal Society and a Nobel Prize winner, said this week.

In his anniversary address to the Society, he said "We are particularly well endowed with such bright young people in this country and their loss is the saddest and most deplorable result of the philosophy of the present time."

Although in some respects the country was prospering, it seemed that the pursuit of natural knowledge was being allowed to diminish, not through an oversight or a desire to economise, but by "a deliberate policy of downgrading the pursuit of knowledge in deference to the pursuit of affluence."

"From various ministers and civil servants I have been told, in turn, that there is too much science, that this country can leave it to others, and that the importance of Nobel prizes went out with Harold Wilson."

"Declaring our belief in the intrinsic value of natural knowledge is met by blank incomprehension. The only argument for improving natural knowledge which carries any weight today is that it creates wealth, and even this is refuted in some quarters," he said.

Nothing in the present scene could be more disheartening than the position of the young scientist hoping to begin his or her life of research. After 10 years of study the routes to research work in universities were often blocked by "those appointed in the easy days of the 1960s. Temporary appointments might be available, but these could tie young people down to projects not of their choosing or which allowed them little latitude to develop their own ideas."

Sir George said: "It is strange that, at a time when we are happily being liberated from government interference in other fields, the one activity which flourished because it was free from such interference should now be

on the point of being nationalized. "The evils of such interference are manifold. They stifle the original mind, they encourage the safe and mediocre and glorify the mediocre. It is an international disease."

"The mistake which is being made is to confuse two essentially different activities which flourish in quite different environments. Growth from individual ideas, from the bottom up, is the way to success in finding new knowledge, given liberal doses of luck and serendipity. "On the other hand, top-down direction, often of an interdisciplinary team including those experienced in markets and finance as well as technology, is essential when it comes to exploiting an idea on a large scale."

Sir George criticized the proposal to categorize universities into three tiers: category 'R' equipped to do research in most scientific areas, 'X' in a few selected areas and 'Y' being almost wholly devoted to teaching, as this would be "unnecessarily inflexible and

provocative." He acknowledged that there had always been a pecking order between departments and universities when it came to considering grant applications. "But it has always been possible to rise and fall in the pecking order because it was not written on tablets of stone."

The Royal Society would no longer be able to evade questions about the relative importance of various branches of science, he conceded. "Unless scientists are prepared to grasp the nettle and come to some agreement about the relative values of different projects, decisions will be made for us on political rather than scientific grounds."

He gave some criteria which might be used, in addition to those of timeliness and promise, which included the importance to other branches of science of the knowledge being sought, the ratio of the number of scientists to the cost of the project and

a cost-benefit analysis based on the likely improvement of natural knowledge compared with the cost of already pursuing in competing fields. "I have not included exploitability of the improvement of natural knowledge. The support of applied science, and technology has different origins and should come from other sources."

"We must stop agonizing about whether our work is basic or applied, exploitable or not, about the value of engineers versus scientists or technologists versus academics, basic versus research. All are indispensable and all must work together every day if the country is to prosper."

Sir George urged the Government to spend "over an extended period, small but definite proportion of research and development" alternative on improving natural knowledge.

Diane Spencer

## Report suggests marked fall in maths standards

by Ian Nash

Teachers of modern mathematics are certain to come under fire following the long-awaited publication of a disturbing report which could be read to suggest that the mathematical performance of pupils in England and Wales has declined markedly since the early 1960s.

Based on a survey by the National Foundation for Educational Research and the Department of Education and Science, the research was completed six years ago. It has been not so much suppressed as ignored by the DES.

The survey showed a significant drop in the ability of 13-year-olds to solve arithmetic, geometric and algebraic problems since 1964 when a similar study was carried out for the International Association for the Evaluation of Educational Achievement.

But the authors warn critics not to make too much of the results by using them for a spurious attack on standards of teaching. They say the report will be depressing enough for many teachers of modern mathematics as it is.

What they insist the results reveal most clearly is the virtually impossible task of setting objective tests to compare one generation with another over a period of considerable curriculum change.

Understandably, DES officials and NFER researchers were initially alarmed at the results but they were

comforted at least by evidence that similar studies for the IEA in 10 other countries showed a similar decline. Moreover, in some tests, such as those requiring modern skills - for example, vector diagrams, vector geometry and statistics - English and Welsh performances improved over the 17 years. Sixth-formers' results for a parallel study in the UK also compared favourably with other countries.

There was a large question mark over the validity of such comparisons since one-third of the 37 items common to both generations had to be revised to meet curriculum changes, and the researchers said that there were technical reasons why the 1981 results on these tests were worse.

A further technical difficulty was the timing of tests. The 1964 cohort took them three months later in the academic year and had the advantage of considerably more revision time, and they were then approaching end of year tests.

Nevertheless, Mr Michael Cresswell, one of the authors, said: "We cannot deny there has been a drop in ability of pupils to perform these tests." The drop in test scores varied from eight to 11 per cent.

The Second International Mathematics Study in England and Wales, by Michael Cresswell and Jenny Oubb is published by NFER-Nelson.



Poster power: Thirteen-year-old Victoria West, from Tiffin Girls' school in Kingston upon Thames, sees her award-winning design for the International Year of Shelter for the Homeless transformed into a poster which will now be displayed throughout the London Underground.

## Survey will gauge stress on young athletes

by Bert Lodge

A £1 million research project into the effects of intensive training and competition on young athletes will be launched by the Sports Council next month.

The project will last seven years and involve more than 700 under-16s. The start of the survey will be conducted at the Institute of Child Health, a medical school for Great Ormond Street Hospital for Sick Children in central London.

The survey is claimed to be the first of its kind in the world.

Research will concentrate on the sports: gymnastics, where 150 youngsters from eight to 16 will be monitored particularly for spinal injuries and delayed onset of menarche; swimming, 120 between 10 and 16 will be watched for skin disorders, ear, eye and throat problems; football, the research will cover 90 footballers between 12 and 16 for leg injuries; 160 players between 10 and 16 will be monitored for ankle, knee and wrist injuries.

At the same time, general health, muscular development, cardiovascular functioning and fat deposits will be recorded.

In response to some alarming claims from governing bodies of the physical effects on some young athletes from ambitious parents and coaches, the survey will look very closely at the incidence of behavioural and emotional problems.

Gordon Frazer

## Open College faces problems

The Open College's marketing director this week denied a report that the training agency's first-year target had been cut from 50,000 students to between 10,000 and 12,000. Mr Aldwyn Cooper confirmed that only about 1,000 students had signed up since the September launch, but said the estimate was "excellent" that the 50,000 target would be met before September.

Early problems encountered by the OC have included late delivery of materials to centres and an inadequate supply of prospectuses. The cost of courses and the speed with which the college had to be launched have been criticized.

The college's study skills course, has now been reduced from £20 to £9.95, and other price reductions are being considered.

Open College study packs, page 36

## 'Sustained strike' poll in Haringey

by Jeremy Sutcliffe

Toby Harris, frankly admits the Labour group had gambled on a change in Government at the general election. It had now been told by the budget auditor it must reduce its budget deficit.

"It is certainly going to have an adverse effect on services. There's the price of this Government's financial restrictions," he said.

The Labour group, formerly led by the new MP for Haringey, Mr Bernie Grant, was elected on a "no cuts" pledge. In the last borough elections, it had borrowed massively from financial institutions in the face of a "no cuts" pledge. Government penalties in following the general election a new "soft" group, he argued, was a new "no cuts" pledge.

The £6 million cuts already agreed include plans to freeze recruitment to

save 80 teachers' jobs, cutting 10 teaching posts from every Haringey secondary school and cuts in education.

Nearly 1,000 teachers and lecturers could lose their jobs in Haringey as part of a £35 million cuts package being considered by the education committee.

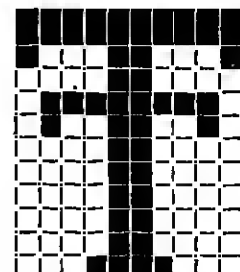
The authority has been asked to cut its £110 million budget deficit by at least £20 million next year. It has asked its 16 departments to identify savings worth £25 million. Other cuts include stopping free milk in primary and secondary schools, reducing the amount of meat in school meals and cutting grants and scholarships.

The posts under threat from the proposals include 287 in secondary schools, 74 in nurseries, and 63 in special schools.



Sharon Thomas recently joined TTNS as Information Manager. If you have any queries or suggestions regarding the National Database and TTNS projects, mail Sharon on TCD008.

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Nick McNaughton has now joined the TTNS Sales team, having previously held the post of Technical Manager. He can be contacted on TCD012.

# THE EXPANDING WORLD OF TTNS

## NEW LINKS WITH THE USA

On Thursday 22nd October, Weatherhead High School, Wallasey, (recent winners of the National Schools Curriculum Award, 1987), participated in a simultaneous TTNS electronic mail link up with the U.S.A. This revolutionary exchange was the culmination of many months patient work and close co-operation between many different interested parties.

The live link up in America took place at an educational convention with over 200 delegates present, including the Secretary of Education for Pennsylvania, the Speaker of the PA House of Representatives, the Lt. Governor of Pennsylvania and many more people who carry influence within the State's educational system.

On the British side was Mr. Michael Emberton, Chairman of the Board of Governors, Miss S M Davies, Head of Weatherhead High School, David Delasalle, Wirral Inspector for Computing, Mr. Frank Le Cozannet, Wirral TTNS Liaison Officer, and Mr. Rowbottom, Head of Computing Sciences at Weatherhead.

The electronic link between Weatherhead and Bloomfield High School, Connecticut was established as a result of 14 months consultation

between the University of Liverpool and Wirral LEA and a series of trials. Already ideas and curriculum information are being exchanged between the two schools, and evaluation of the educational potential is being co-ordinated by the University of Liverpool.

Roe Goodenow, at Boston University has extended the links further, introducing the Weatherhead team to Marvin Wasser, a director of GEMNET in the U.S.A. He has offered a further 7 schools with the potential for linking up. Our American counterparts are extremely excited by this potential and are keen to participate, hence the symbolic link up made during the educational convention.

Lol Rowbottom (Mailbox: YST038) and Frank Le Cozannet (Mailbox: YST002) are continuing to liaise with Steve Ferguson, at the University of Liverpool, Roe Goodenow and Marvin Wasser in an effort to expand the American link up. Further information is also available on the TTNS Wirral Database.



From left to right: Susan McCarthy, Paula Bentley, Frank Le Cozannet, David Delasalle, Miss S Davies and Lol Rowbottom; the team involved in a 'live' electronic mail link up with the U.S.A.

## Talk to Germany with TTNS

Schools can already communicate electronically with two German schools which are on-line with TELEBOX; the German TTNS compatible system. Thanks to the initiative of the 'Bundespost' schools now have an ideal opportunity to establish further links with Germany, which will not only be useful in modern language teaching, but across the whole curriculum.

The 'Bundespost' is offering a number of free mailboxes on TELEBOX to German schools and providing funds to help towards the running costs for the first year. Do you have a twin school in Germany? For further details of how these electronic links can be established, look on the TTNS Modern Languages Noticeboard, or mail Julia Cooper on TCD023 or Bertold Weidmann on YNK131.

## Technomatic ... Your Educational Equipment Supplier on TTNS

Technomatic one of the leading suppliers of BBC computer equipment and peripherals have their product list and prices on TTNS. Access to their database can be achieved by typing TECHNOMATIC at the TTNS system prompt. The database will be updated regularly and will feature details of new product launches from Technomatic. In the near future Technomatic, in conjunction with TTNS, will be running some exciting competitions for users who access their database.

If you wish to communicate directly with Technomatic, you can mail them on YYY017. Technomatic staff will be pleased to deal with any of your queries relating to products they supply. So if you need any additional equipment for your institution why not try Technomatic first!

## The Revised Army Database

The Army Database has been updated and revised. Type ARMY at the system prompt, or choose option 2 under Commercial and Industrial Information Providers in the National Database, to have a look.

All the Careers Information has been brought right up to date and re-organised to make it more legible and flexible.

New features include an article and quiz based on the Role and Structure of the Army, and from January 1988, a diary of events around the country during 1988, will be available.

The Army has a regional network for their Recruitment Staff - you can find the list of their mailboxes on the TTNS directory - type ENQUIRY at the system prompt and SCAN TYPE ARMY to locate the appropriate one for your region. If you have any queries about a career in the Army, the local coordinators will be happy to offer assistance - just mail them.

## Initial Teacher Training Course Information now available through TTNS

Vacancy information on initial teacher training courses, both at the undergraduate and postgraduate levels is now available through TTNS. This will enable prospective applicants to access up-to-date information on available courses throughout the year.

Undergraduate initial teacher training courses (ie BEd, Shorter BEd and one year certificate courses) for which application is made through CRCH, are provided by Polytechnics and Colleges of Higher Education in England and Wales (some of the latter institutions offer BA/BSc degrees for which CRCH processes applications); those at the postgraduate level (ie PGCE), for which application is made through the GTR, are provided by University Departments of Education as well as by Polytechnics and Colleges of Higher Education.

Later vacancy information on the above courses was available through TTNS during Clearing and proved to be helpful to those submitting late applications for Autumn 1987 entry.

The CRCH and GTR databases can be accessed by typing CRCH at the TTNS system prompt.

## STOP PRESS ...

New British Rail Database The European Environmental competition proved to be a great success. NOW there is a completely new BR database which should provide something for everybody interested in RAILWAYS. More details next month. But why don't you have a look - Type BR at the system prompt.

## Unilever

A food hygiene quiz and checklist is available on the TTNS Unilever Database. To test your knowledge type UNILVER at the system prompt.

## Barclays Bank

Before the next issue, the TTNS Barclays Bank Database will be online. Watch this space for details of how to access information about job vacancies within the organisation.



Sports Council chairman, John Smith looking into SPORTNET, with Phyl Edwards, left and Ken Wotton, of The Times Network Systems.

## SPORTNET News

The service has now been online for one month and usage indicates that teachers and coaches alike appreciate the existence and value of SPORTNET.

Sportsboard in particular is proving to be a popular section. PE teachers are using it to look for fixtures for their teams and Governing Bodies of Sport are using this facility to advertise forthcoming events. The Governing Body for Basketball is using the system to advertise job vacancies within the organisation. A results service is now in operation and recently enabled the organisers of The Fours Head of the River race to get the results out within minutes of the event finishing.

SPORTNET will be represented at the SCOPE conference at Woolley Hall, Wakefield, December 16-18th. If you are in the area, why not call in and try the system?

## Primary Corner

A mini Primary Project for Christmas is now online and can be accessed via the TTNS Primary Database. It is full of ideas for things to do and certificates and prizes will be awarded for the best Christmas cards and the winning entry in the "Design a Suit for Santa", competition.

The next Newspaper day will take place on 10th March 1988, where schools will be given the opportunity to submit their newspapers to a panel of judges for expert comment. Further details will be available on TTNS in the New Year.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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As the debate over the Government's Education Reform Bill opened in the House of Commons this week many people outside were also being given their first opportunity to make a considered response to its proposals.

On this page, *TES* staff focus on the reaction in the traditional Tory heartlands as well as reporting further

Susannah Kirkman talks to a mutinous Thatcher supporter who opposes the Education Reform Bill

## A Tory footsoldier questions her orders

Down in deepest Dorset - where a Conservative Government can usually rely upon a fair measure of support for most of its proposals - discontent is growing.

Industrialists, businessmen and Tory councillors have started what they hope will be a national campaign for higher spending on education in the rural areas.

The woman behind the campaign, Mrs Margaret Morrissey, a Tory activist, Dorset district councillor and party conference-goer, is dismissive of Mr Kenneth Baker's Education Reform Bill. "I don't need these changes," she said.

Mrs Morrissey, who also chairs the All Dorset Parents' Action Group, added: "The shire counties have toed the line, yet they have had their budgets cut back until they are absolutely destitute. The Government has done the dirty on its best supporters."

To illustrate the plight of rural areas, she points to schools which have not been redecorated for 20 years, dilapidated temporary classrooms, cramped Victorian village schools with outside toilets and a desperate shortage of equipment and textbooks. In some cases, children living six miles apart are having to share books over the

holidays.

The campaign has the backing of industrialists like Mr Peter Allsebrook, chairman of the transport company, TNT, and of the Dorset branch of Industry Matters. Local industries and businesses feel that pupils are short of basic technical, mathematical and linguistic skills. They believe standards could be improved if more resources were available.

The group wants the Government to permit i.e.s. to spend more by raising their prescribed expenditure allocation. "The 30 per cent limit on capital receipts which can be spent in any one year. The rural lobby will press the Government to allow the Department of Education and Science extra money which can be passed on in grants to each county."

The Bill proves that the Secretary of State is completely out of touch with the needs of rural pupils, said Mrs Morrissey. She thinks that the national curriculum and the provision for schools to opt out from local authority control have been introduced solely to curb left-wing councils. "Why are we being made to suffer for councils like Bournemouth?" she demanded.

As a parent, Margaret Morrissey is

appalled by the upheavals in state education. "For a decade, children have never known a year's settled education," she said.

She worries that the teachers' pay dispute adversely affected her 17-year-old daughter's O level results and fears that the over-hasty introduction of the GCSE and the national curriculum will spoil the chances of her 14-year-old son.

The effects of open enrolment could be disastrous for village schools. Mrs Morrissey thinks some parents may opt to send all their children to a town school, rather than having to transport children to schools which may be 10 miles apart.

The national curriculum could also pose difficulties for Dorset's middle schools. They may find it hard to attract extra specialist staff they will need to run an area where house prices are soaring. Secondary schools are already having problems recruiting science staff.

With parents scattered over a wide area, it is difficult to drum up support for meetings to discuss the Education Bill. But those who do so far have revealed large gaps in parents' knowledge. Some thought that a national curriculum meant something on the

responses from higher education, local authorities and politicians.

Opposite, we report on the debate over the plans for testing and assessment which form part of the proposed national curriculum: how they could be carried out and where the opposition lies.

## Opposition surfaces even in Mole Valley...

The Prime Minister Mrs Margaret Thatcher and her Education Secretary Mr Kenneth Baker, the architects of the controversial Education Reform Bill, have failed to convince their own Conservative councils of the necessity for all reforms.

Barnet and Surrey, which boast a total of 15 Tory MPs between them, are both highly critical of the Bill. Mr Baker is MP for Mole Valley in Surrey and Mrs Thatcher represents Hackney in Barnet.

Surrey County Council welcomed the Bill generally, but education committee chairman Mrs Jill Biddolph said: "We hope that no school in Surrey would wish to opt out of the Bill."

"We would like to see the Bill implemented for the needs of all its pupils to allocate resources evenly and to cut across the county," Barnet Council proposals will end "with a special in-charge against maintained schools, an indefensibly inequitable measure."

According to Labour education spokesman, Mr Jack Straw, "the Bill is a Conservative Party initiative. It is a Conservative Party initiative. It is a Conservative Party initiative."

Mr Straw has analysed the Bill and has discovered that 6 out of 22 Conservative authorities are in favour of opting out.

He said: "Mr Baker's inability to persuade even his Conservative friends in the education service does not bode well for the future of the Bill."

Members of the Labour-controlled Association of Metropolitan Authorities decided on Tuesday that they would do nothing to improve the quality of children's education, and would enhance parental choice, and would treat an unprecedented number of powers - 191 - in the Education Secretary's hands.

## Students predict science starved of resources

by Linda Blackburne

"In 10 years' time there'll be a teddy bear with a broken pencil and a satchel with no books. Schoolchildren in Need!" claimed a BEd student at higher education's first public gathering on the Education Reform Bill.

He was referring to the emblem of the BBC's Children in Need campaign: a cuddly teddy bear with a bandaged head, which last week raised millions of pounds for disadvantaged children. The Government's proposals for grant-maintained schools would create a similar fund-raising need for state education, predicted Mr Roger Grant.

He told the audience of students at Brunel University of Higher Education in Reading that people who said the Government's expenditure on education was all it could afford were talking "tosh". "It's only as much as the Government is prepared to provide," said Mr Grant, a former policeman.

Delegates to the conference were worried about the apathy of the young students and their own ignorance about how the Bill would affect their colleges.

Brunel's students feared their colleges would be turned into a "workmen's club". Under the Bill's provisions, independent colleges will have governing bodies made up of representatives from business and industry. Students conscious of the rights of women to man ratio at Brunel were worried that the arts and social science courses many women chose will suffer.

Mr Pat Young, the National Union of Students' vice-president for education, said that despite 15,000 responses to the consultation paper, "only one significant change had been made to the Bill - the word 'great' had been dropped."

Mr Young said Mr Kenneth Baker had taken 175 new powers under the Bill. "It is impossible that anyone could be expected to be a secretary of state for education can actually deal with all these decisions."

Mr Richard Thompson, the NUS representative at King Alfred's School, Winchester, said that one of the most frightening things was the prospect of central funding. In the past 10 years voluntary colleges such as Winchester had divided from 36 to 24 because of central funding. They were at the bottom of the pile when it came to Government money.

## Hi-tech testing on the way says NFER head

by Sue Surkes

Computer technology could squeeze pencil and paper testing out of the classroom in a few years, according to the director of the National Foundation for Educational Research.

By way of an example of the progress being made in the field, Dr Clare Burstall last week unveiled details of an as yet unpublished computerized test designed to seek out strengths and weaknesses in mathematical addition and subtraction.

The computer presents the question to the pupil, diagnoses the kind of mistake made and selects another question that is susceptible to the same kind of error so the source of the problem can be pinpointed for the teacher's attention.

Dr Burstall, who is a member of Mr Kenneth Baker's Task Group on Assessment and Testing, but who was speaking in her NFER capacity, outlined the way she thought a national assessment system would look.

Apart from informal, teacher assessment, which would play an important role, she thought individual pupils' strengths and weaknesses would be identified with the help of a range of nationally available (as opposed to nationally prescribed) diagnostic tests from which teachers would be used to determine what pupils had learnt and to provide information for judging the effectiveness of the education system.

She estimated it would take about three years, from start to finish, to finalize a testing system.

Dr Burstall, whose organization will be bidding for Government work on the design of assessment instruments, said she understood, but disagreed with the opposition voiced against Mr Baker's testing proposals. "I am convinced it is possible to put together an assessment package that will be both

effective and acceptable in the classroom."

She agreed with recent claims that no single test can cater for all the purposes which Mr Baker has outlined. And, in a move that might reassure primary teachers who fear a return to a subject-based curriculum, she said that at age 11, "you could not pin subject labels onto tests."

But with Mr Chris Whetton, head of the NFER's test development unit, she sought to dismiss what she saw as misunderstandings.

These were that assessment and testing are opposites, that testing inevitably narrows the curriculum and encourages teaching to the test, and that all tests are written, closely timed and intimidating.

The reality, Dr Burstall and Mr Whetton said, was that:

- Tests form part of a broader assessment process;
- Tests can broaden the curriculum. Until the Assessment of Performance Unit spoken language tests were introduced, children were seldom encouraged to talk in class;
- Teaching to the test can only be done if the test is known in advance. "It is almost impossible to imagine having a test which reappeared year after year," Dr Burstall said;
- Tests can be written, practical or oral; in the case of some published tests, children can take as long as they like.

Dr Burstall thought the task of training teachers for Mr Baker's assessment programme would be "not that huge a problem," although she stressed that a commitment to in-service training was vital. She predicted that video would come to be heavily relied upon.

On resources, she said: "You can't put in place an effective national system without spending money."

## New report sheds little extra light

Members of Mr Kenneth Baker's national curriculum maths working group this week submitted an interim report which has been described as "pretty non-consequential".

The report, which the DES says will be published, merely outlines the principles of an approach to attainment targets, programmes of study and assessment and testing - issues on which the Secretary of State expects "provisional thinking".

It notes, for example, that the national curriculum should support positive attitudes for maths. It also points to the need for additional money for in-service training for teachers.

But it contains no real detail, saying nothing for example about which elements of attainment might be measured, or how.

It is clear that there has been some disagreement within the group over the Government's proposal to test children at around seven. But members pointed out this week that the report's relative banality was due not to a failure to agree but to the fact that lack of time had prevented any real discussion about fundamental issues.

Potentially controversial issues such as the purposes of assessment and ways to assess and test worthwhile aspects have barely been touched upon in meetings.

Members have met formally only six times since the group was announced in July, although they have met in sub-

groups in between.

There is very real concern within the group that it will not be possible to cover all the ground expected by June 30 - the deadline for the final report.

"How can these complex, unresolved issues be successfully worked through by people who have not met each other before, in a series of mostly one-day meetings in London?" one member asked.

And there is a fear that the Task Group on Assessment and Testing, which is due to report by Christmas, will no longer be around when the maths group gets down to discussing assessment and testing details.

The interim report itself has not had unanimous backing. Professor Sig Prals, senior research fellow at the National Institute of Economic and Social Research in London, is understood to have added a dissenting note.

He was quoted in *The Times* this week as having said: "The report does not come to grips with the problem of finding a way to help teachers to know what is to be learnt, as teachers do in France and Germany."

It has not adequately addressed itself to the problem of instituting targets and tests."

It is understood that there will be no minority reports from members of the national curriculum working group on science, which also submitted its interim report this week.



Calculated gamble? Tests at seven could prematurely label pupils as backward or advanced

## Maths tests potentially harmful

by Sarah Bayliss

Testing children at seven or eight, as proposed in the Government's Education Reform Bill, has been criticized by another leading expert in mathematics, who says the notion is "fraught with danger".

Last week, as reported in *The TES*, a confidential report from King's College London advised ministers that no child should sit a written test before the age of eight. For older children practical and oral tests were preferred by the King's College team to written tests.

In a new study, "Targets for Mathematics in Primary Education", Professor Ralph Schwarzenberger warns that any attempt at assessment of children aged seven "as originally proposed by the Secretary of State, is fraught with danger".

Professor Schwarzenberger, who is a former president of the Mathematical Association and chairman of the Joint Mathematical Council of the

United Kingdom, says: "It would risk penalizing children with English as a second language, discouraging schools which advocate learning through play, placing a premium on short-term rote learning as against long-term understanding, and prematurely labelling children as backward or advanced."

In a pamphlet now on sale to the public, Professor Schwarzenberger warns that attainment targets in maths which can be easily tested are educationally meaningless or even harmful.

In a section on positive ways forward, Professor Schwarzenberger, who also chaired the steering committee for the King's College feasibility study, cites that report's support for national sampling "based on those assessment instruments which have been carefully developed for selected attainment targets". Teachers would be able to interpret their own diagnostic assessments of pupils against this

national system of monitoring. Professor Schwarzenberger said that whatever systems are chosen by the Government they must command respect from the teaching profession and the public.

Professor Schwarzenberger concludes that those who compare Britain unfavourably with West Germany, "should note that the German pupil also the grade obtained each year is entirely a matter for the class teacher, and that even in the final school-leaving examinations... there is provision for questions set by the individual teacher for her pupils."

"Targets for Mathematics in Primary Education" was produced for the Warwick University Seminar on Public Education Policy. Copies are available price £1.95 from the university's school of education, Coventry CV4 8AL.

## Do you live on the same planet as today's kids?

No one would blame you if you occasionally wondered just what planet your kids call 'home'. Today more than ever, speaking the same language as the younger generation nearly requires a course at Berlitz!

The problem is compounded by the fact that today's kids study subjects that weren't even invented when we were at school. Like computer science and genetic engineering, to name just two.

To bridge this 'information gap', and keep parents, teachers and children up-to-date with the key developments in science and technology, New Scientist magazine has launched 'Inside Science'. A special pull-out feature included with New

Scientist, 'Inside Science' explains complex scientific topics in clear, non-technical language. Providing a useful home teaching aid to supplement your kids' classroom lessons, while giving you a few, too!

The 3 December issue of 'Inside Science' will look at satellites - how they work, what they do, and where new applications are being discovered and developed. In areas as diverse as entertainment, security, agriculture, air transport and even mineral prospecting!

Don't miss 'Inside Science' in the 3 December issue of New Scientist. It speaks your language... so you can speak the kids'!



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# Waiting for the sound of music

In the stately game of musical chairs that is the US budget process, this was the week the music stopped. All year long, ever since President Reagan presented a budget which slashed spending on education and increased it on armaments, legislators on Capitol Hill have been rushing to protect the chairs of their own special interests - including education.

They succeeded so well that the projected deficit for 1988 soared, Wall Street crashed, and negotiators from Congress and the White House sat down in panic to sort out the mess before the dreaded Gramm-Rudman-Hollings deficit reduction act descended to cut off all their heads.

Though agreement was reached at the 11th hour, which is the way most things get decided in Washington, schools and universities still do not know their fiscal fate. The negotiators agreed on gross figures for deficit reductions - \$75 billion (about £42

## UNITED STATES

**This year's education vote has been agreed - but schools and universities still do not know their fiscal fate. Bill Norris reports on the final dash around the budget chairs**

billions) over two years - but left it to Congress to decide where the cuts should be made and the new taxes imposed.

The most likely outcome seems to be that the education vote already approved by the Senate and the House of Representatives will be averaged out, and then cut by about 3 per cent. Since both Houses voted for ams well in excess of the amounts asked for by

the Education Department, and increased the 1987 totals for most programmes, this would leave education relatively unscathed.

It would certainly be better for the schools than the blunt instrument of the Gramm-Rudman-Hollings axe, which would take more than 8.5 per cent across the board.

But whether this exercise in simple arithmetic will actually be carried out remains in doubt. The Gramm-Rudman-Hollings threat has not been removed by the agreement - merely stayed. Congress has until midnight on December 7 to fill in the blanks and vote the final budget. Already there is talk of "reauthorization" of items on the education vote - which seems to mean, in simple English, that the battles of the past 10 months will begin all over again.

Even a worst-case scenario - failure to reach agreement and the imposition of automatic cuts - would not be too

devastating for education. Mass layoffs of teachers are unlikely. This is because successive reductions by the Reagan administration have left the proportion of federal funding at little more than 6 per cent, with the remainder borne by states and local authorities.

But the cuts would fall in the most vulnerable sectors: the special education programme for disadvantaged children, and guaranteed student loans. The long-term effect would undoubtedly be a fall in the number of children from low-income and minority families who complete high school and go on to college - an area where the decline in numbers is already causing concern.

For the moment, all US educators can do is to wait. And hope that when the final dash around the budget chairs is completed, there is a large congressional bottom painted on the once marked "education".

## Booklet on desegregation fuels heated debate

On black children learn in the way as their white peers? That question, innocently posed in a booklet, circulated to 15,000 teachers in New York State, has triggered a storm of protest in the racially-charged atmosphere of their schools. At stake is the principle which has dominated American education since the 1960s: desegregation. Is it possible, after all, that has not been a good thing?

The booklet, prepared by members of the State Education Department, did not raise this issue directly. Instead, it suggested that the cultural heritage of black and other minority group children might prevent them from learning in the same way as white students learn. "Children's racial, ethnic and emotional backgrounds," it said, "influence the manner in which they learn concepts and process information."

This was offence enough. But what really stirred the critics was the booklet's enunciation of "qualitative differences" in the learning styles of African-Americans. These included "a preference for informal learning, a distrust of deductive or inductive reasoning, and a tendency to approximate space, number values, instead of aiming for exact accuracy."

"God didn't give brains on the left or right," exploded Cynthia Jenkins, a black assemblywoman from Queens. "What are you going to tell teachers who have Asian, black, white and Hispanic kids - that they're going to have to have four different lesson plans? This booklet is sending the wrong signals, not only in New York state, but throughout the country."

Not all black educators agreed. Some urged that the booklet might lead to understanding in teaching minority group students who have previously been considered "poor learners." "I don't see it as an issue of racism at all," said Adeline Sanford, a black member of the State Education Department. "For the first time we're saying 'maybe we haven't been doing this right' - maybe these students can learn."

Embarrassed by the controversy, state education administrators tried to put the matter right by expanding the offending passages to include Hispanic and Asian-American learning styles. The revised version was a bigger insult than the first one. It said Jose Sereno, chairman of the assembly education committee, "It recalled things by adding new groups. I was personally offended. I blew my top."

Though urged by Dr Thomas Kane, state education commissioner, to drop the whole thing, the booklet's authors have decided instead to appoint an expert panel to explore possible minority-group students' learning styles and different teaching techniques. "What has raised our fears," it says, "is the fact that we are not sure what will happen, if it is being asked, if the expert difference to learning ability?" A study that conclusively showed that there was a connection between ethnicity and education would cause you to separate those kids for their own enrichment into separate ethnic groups," said Louis Grumet, executive director of the State School Boards Association. "And that is opposed to everything this country stands for."

Bill Norris



Controversial advice: Catholic bishops have criticized school-based clinics which give sexual counselling

## Contraceptive clinics in schools should be outlawed, say bishops

The growing movement to provide birth control clinics in American high schools in an effort to counter the burgeoning rate of teenage pregnancy, has come under fire from the Roman Catholic Church. A resolution passed by the National Conference of Catholic Bishops, meeting in Washington last week, called for the outlawing of such activities in state schools and urged instead "programmes of education promoting the values of chastity and fidelity."

"We object to the campaign to provide contraceptive services through school-based clinics on both moral and practical grounds," said the bishops. "Federal and state laws as well as local school board policies should be amended to exclude such services from the public schools."

"Teaching self-control and moral responsibility have not been attempted on an adequate scale. Teenagers are taught to deal with their sexuality by suppressing their fertility with drugs and devices. In addition, abortion referrals from clinics teach young people that violence is an acceptable way to solve problems."

The US rate of teenage pregnancy is the highest in the western world. Some 200 clinics have been opened to give sexual counselling over the past year,

though according to Foy Wattleton, president of the Planned Parenthood Federation of America, only about one-third of these actually dispense contraceptives.

"It seems bizarre," said Ms Wattleton, "that the bishops are focusing on programmes that attempt to prevent teenage pregnancy rather than the enormity of the problem. I estimate that more than 1.1 million American teenagers will get pregnant over the next year."

"I commend the bishops for wanting to build strong character," she added, "but we must also recognize that teenagers get pregnant and many become sexually active long before they get contraceptive care."

The US Education Department has taken no official position on the issue, but Mr William Bennett, Education Secretary, himself a Catholic, is known to be personally opposed to the clinics.

"Their establishment sends the wrong message to children," he said, "that adults regard the kind of activity that would lead one to go to a birth control clinic as either inevitable or ordinary," he said earlier this year. "The establishment of these clinics says, in effect, 'we give up. There is nothing we can do about this.'"

## Fianna Fail dodges no confidence vote

The Irish Government is facing major opposition to its plans to increase the pupil-teacher ratio in primary schools. The decision is one of a series of drastic measures to reduce public spending and come to grips with the country's IR £25 billion (about £22 billion) debt.

However, the reaction to the school cuts has overshadowed the criticisms of the other measures which include scrapping the Health Education Bureau, cutting hospital beds and increasing local authority charges.

Parents have held mass meetings and three demonstrations. The plans have also been criticized by the Catholic bishops concerned about the effect on schools in disadvantaged areas. The Catholic Primary School Managers Association intends to organize a petition with one million signatures while the Irish National Teachers Organization is threatening

## IRISH REPUBLIC

**Opposition to larger classes has overshadowed criticism of other cost-cutting initiatives. John Walsh reports**

ing regional strikes in January when the proposed changes take effect.

The pressure on Charles Haughey's minority Fianna Fail administration is enormous. Many last week the Government suffered an embarrassing defeat in the Dail. But it was saved from humiliation and a possible vote of confidence because of opposition confusion over how to pay for reversing the decision. Fine Gael, the main opposi-

tion party, wants public spending cuts but says the decision to increase class sizes is a mistake. It argues that the money needed should come from a national pay deal negotiated with the trade unions, but the left-wing parties do not agree.

Primary school class sizes are already high. The average pupil-teacher ratio is 26:1; the change will push this to 29:1. However, the teachers' union says the change will mask huge variations. It claims the average will increase the number of pupils in many urban school classes to over 40. The changes in the ratio will result in the loss of many teaching jobs but redeployed into posts created by a voluntary reduction in class sizes.

Following a back-bench revolt and a mass protest, the Government announced last weekend that it would review the decision to increase class sizes.

## Drug pushers who wait by the gates

Parents are alarmed at the increasing activity of heroin pushers working in or near many of Italy's schools.

In Naples, which is particularly badly affected, the local education authority has been forced to issue identity cards to pupils at primary schools to prevent the drug dealers from entering the premises.

Schoolchildren are doubly at risk either as potential addicts, or as couriers who may be paid up to 30,000 lire (£13.60) per sale to dealers' customers.

The children are under age (some-

## ITALY

times they are recruited from primary schools) are immune from prosecution.

Parents in the south of Italy began to take action in October when it was discovered that large numbers of children in Salerno's secondary schools were being recruited at school gates by drug pushers. The children were being used to transport drugs, and the pushers were using the children to do so.

They then demonstrate how to inject the drug.

The introduction of identity cards at schools has been backed up by police surveillance of schools at risk. In some cases, however, a desperate parents have hired private detectives to watch their children.

In parts of Naples, groups of mothers have organized pickets outside schools to identify possible pushers. Their action has already led to a number of arrests.

David Newbold

## Computers for Jordan

The Overseas Development Administration is to purchase 2,000 micro-computers and related software for 200 Jordanian secondary schools.

About £5 million will be allocated over the next three years. It will also cover the provision of electronic training for teachers, the preparation of teaching and examination materials and the translation of some software into Arabic.

Iola Smith

## Budget boosts wages but fails to satisfy critics

### FRANCE

**Salaries will account for most of next year's education spending but only a few will benefit. Mary Follain reports**

Most of next year's 175.1 billion franc (about £17.5 billion) education budget will be absorbed by salaries for the army of teachers and other staff employed in both state and private schools. However, critics say still more needs to be spent on salaries and recruitment.

The budget is sandwiched between last winter's rebellion by students and school children which thwarted education minister M. René Monory's reform plans, and next spring's presidential election. M. Monory says he is giving priority to teachers' salaries and career prospects but only a few categories will benefit, mainly primary teachers who are to receive an extra 400 to 500 francs a month.

The education budget represents 13.7 per cent of the total national expenditure for 1988. It represents an increase of 4 per cent which is double last year's rise and compares favourably with other departments which have increased by only 3 per cent.

More than 94.5 per cent of the 175.1 billion francs will go on salaries, compared with 86 per cent seven years ago. More than 5,000 new teaching posts are planned - 3,000 of them in lycées which expect an extra 79,000 pupils next September. Five hundred teaching posts go to primary schools, where intake rose this September for the first time in seven years.

Some of the posts counted as "new" in next year's budget have already been filled. The decision to allocate them quickly was taken after the student protest, too late for them to figure in the 1987 budget.

Primary teachers will benefit from 1,149 million francs set aside for salary increases and a further 9.83 million covers rises for primary headteachers whose status has been improved by M. Monory.

## Problems persist in spite of reforms

### SPAIN

Five years ago this week Felipe Gonzalez brought the Socialists into office on a youthful wave of red, white and blue. Earlier and with less carnival knotted, the politicians are facing problems.

The Socialists promised to create 800,000 jobs in their first four years; but there has been increasing unemployment especially among the young. They have faced strikes from teachers and school students, and the left wing Union General de Trabajadores broke its long-standing pact with the party recently.

The prospects are not entirely bleak. They won the last election, and the opposition is not yet sufficiently organized to cause them problems. They have taken Spain into the EEC, breaking its years of isolation, and a Spaniard, Federico Mayor Zaragoza, has been elected the new director general of Unesco.

Jose Maria Maravall, education minister, has survived Cabinet reshuffles to preside over wide-ranging school and university reforms. This year's

other civil servants. However, unlike the civil servants, teachers can reach the top of their pay scales relatively early and do not get productivity bonuses.

Performance-related bonuses are now being discussed. A university lecturer earns about £25,000, a lecturer around £13,500, a secondary head, £12,500, a secondary teacher, £11,000, a primary head, £9,500, and a primary teacher around £8,500.

School students went on strike for the first time last year with a series of widely publicized, often violent demonstrations over university fees, and the difficulties of getting a place. Though they have quietened down, the problem has not gone away.

Sr. Maravall is now holding a series of consultations which will culminate in a white paper on non-university education to be published in 1990/91. The intention is to reduce uniformity and "excessive rigidity". The core curriculum in secondary education should start off at about 80 per cent and fall off

to 50-60 per cent, to make more use of teachers' skills. Sr. Maravall aims to cut the level of student failure (sometimes as high as 50 per cent), reduce class sizes from their average 30 and ensure that no student repeats more than two years in his or her 10-year school career. Numbers of support teachers will be increased and changes made to teacher training.

Education for the under-16s is to be expanded. Compulsory education will still start at six, but the primary phase will only continue until 12 rather than 14.

Secondary education will be divided into two two-year sections and pupils will have to stay on until 16. At present students can leave at 14, but cannot start work for another two years.

These proposals have been criticized for a lack of real change. For example, though primary schooling will end at 12, most 12 to 14-year-olds will stay in the same schools being taught by the same teachers. The chance to give 12 to 14-year-olds a real secondary education will be lost.

Sarah Jane Evans

## Bold moves to free the individual from the system

### JAPAN

mountains, have been announced. Yet even if it can muster the political will in its own ranks, the Government faces an enormous task.

Any attempt to infuse creative individuality into a highly competitive system based on exams and rote learning, protected by the nation's business interests and reinforced by ambitious parents, stands a poor chance of success in anything but the long term.

Children often take their first exams at age four. Prowess at exams is stressed early on, as the tight vertical structure of Japanese education becomes harder to enter further up the ladder.

At the top of the pyramid stands the great decider, the university entrance exam. A pass is sufficient proof of loyalty and self-sacrifice.

Businesses will then compete for graduates from a pecking-order of national and private universities whose

status far outweighs any academic colours won thereafter. Once hand-picked as company trainees, students are then told to disregard the gruelling years and are "re-educated" in the company mould.

The National Council has proposed to pool the exam systems of national and private universities in the hope of offering wider choice, enforcing coordination and spreading the best candidates further afield.

Yet the separate interests of universities themselves could also hamper reform. A select ring of national universities, crowned by those of Tokyo and Kyoto, fiercely guard their prestige, and the bottleneck remains. They in turn blame public opinion for upholding the pecking-order.

The president of Kyoto university likens the exam-based education system to a hurdle race. "From an early age children just see the next obstacle. When college entrance exams are over, they sit back and ask whether in fact they are following the right career

subject."

And yet such an upward-looking education system is slow to push its best pupils forward. "By trying to move at the pace of the slowest without leaving the weakest behind, it sticks in the middle road, holding the bright ones back," says Brink Harrison, an American teacher in Kyoto. Some classes even span an age gap of up to five years.

Yet there is an uneasy setting in to Japan's youth. The *shinjinrui*, or "New Human Beings" as they are disparagingly called, are taking their interest in Western tastes beyond music and clothes and are grappling with a concept hitherto unknown in Japan: leisure time.

This is serving only to unsettle many Japanese children. Remove the influence of business, parents and exams and you still have a timid youth burdened by the fear of superiors and of change.

In fact, many teachers in Japan who try to coax their pupils into asking questions or forwarding disagreements realize very fast that they are treading on the toes of a deep-seated tradition. Japanese children have rarely had either the time or the encouragement to think for themselves.

Peter Gullford

## Minister imposes penalties after strike

### SUDAN

**Sue Norris on the unrest that has followed an economic agreement**



Rising fees: the budget will give primary teachers an extra 400 to 500 francs a month

Bakri Ahmed Adel, Sudan's education minister, has imposed heavy financial and disciplinary penalties on secondary school teachers after their week-long strike for higher pay.

He has deducted 10 days' pay from the November salaries of junior teachers and said that senior teachers have to attend disciplinary hearings.

The strike follows widespread unrest at stiff price increases and a substantial devaluation pushed through after an International Monetary Fund and World Bank economic adjustment programme was agreed. A 24-hour general strike by 50 trade unions was staged in the same week the teachers took action.

Schools in Khartoum, the capital, were closed in early October by the Government after hundreds of demonstrators protesting at the price increases were arrested by riot police. Dozens of demonstrators, many of them school students, were injured.

The demonstrations continued throughout October, and spread to the provinces. Tear gas was used in Khartoum to break up another march protesting against the IMF agreement. All schools in the densely populated Central region were shut after a massive demonstration which accompanied the funeral of a student shot by riot police.

Three school students were killed during an anti-government protest at Oum Badir, south-west of Khartoum. Four policemen are to be charged with murder following the shootings.

The teachers' trade union has instructed members not to attend the disciplinary hearings. A second week-long strike is planned if any fines are doled out from salaries. Mohamed El-Khatim Abdullah, the union president, has said.

The union had already decided - before the first stoppage - to call a 10-day strike later this month. This date was set to allow time to reach a mediated settlement.

If the teachers' demands are not met, they have threatened to boycott next March's school certificate examinations. The union has also warned of mass resignations - a move which could cripple the secondary school system, Abdullah said.

Bakri Ahmed Adel's response is regarded as provocative. Coupled with the Government's closure of schools and the indefinite shut-down of Khartoum university, there are uncomfortable echoes of the repressive regime of President Nimir, ousted by military coup in April 1985.

The fragile coalition Government of Prime Minister Sadiq el-Mahdi will have to tread carefully. As the Prime Minister is aware, unpopular IMF-inspired measures contributed to Nimir's downfall.

Sue Norris

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## LETTERS



Salvaged from the wreckage a model lesson in co-operation

## Back in business

Sir - Five weeks ago I viewed with dismay the havoc wrought by the storm on the south coast. Tideway School looked just like the pictures too frequently seen following a terrorist bomb. Some of the structural damage to the school was featured in *The TES* (October 23). The entire site was covered in debris, roofing felt and glass being pre-eminent, following the loss of some 700 windows and most of our roof. A total of 22 classrooms were unusable for the foreseeable future.

By the following Wednesday, the teaching staff of the school had cleared the site, moved all recoverable equipment and books from the damaged rooms, opened despite personal danger, and established new departmental bases in pupil social areas, cupboards, the staff marking room and the hall. Despite the damage and difficulty, a new timetable was produced and after half-term, years 4, 5, 6 and 7 were back in school.

At the same time, the much-maligned local education authority also sprang into action. By inspired negotiation an independent school for the partially-sighted, closed for 23 years, was leased. A whole plethora of resources were set in motion. The buildings five miles from Tideway were to be redecorated, repaired and refurbished. A new heating system had to be installed, the kitchens made useable and re-equipped, the grounds cleared, made safe and then in part made into suitable games areas. Transport to and from Tideway needed arranging for 450 pupils.

Today we checked over our new "split-site". The authority has worked a minor miracle. The site is ready for occupation. We for our part have issued our fourth timetable for the term, had into school all pupils travelling to the annex and issued them with all they require to start in their "new home". Teachers have prepared to teach new classes, to make the scheme work. New syllabuses have even been

devised to operate in a building with no specialist resources (no lab, no worksheds). On Monday, November 23, we will have all pupils back in school, with two sites five miles apart, with an authority and teaching staff committed to making it a success.

I am not normally tempted to write either in complaint or praise, but I feel an effort of this size requires recognition. I.e.s.s are under threat. Teachers are accused of being incompetent and incapable particularly by people whose ignorance is given credence by writing on the back pages of *The TES*.

To all those wishing to dismantle state education for their own political or personal satisfaction, I say leave it to the professionals. See the staff working together.

K.L. SANBY  
Headteacher  
Tideway School  
Newhaven, East Sussex

## Duty not free

Sir - The interpretation in the leader comment "Where the buck stops" which refers to the report "Loop-hole in Aet highlighted by governors" (*TES*, November 20), is totally unjustified.

This certainly was not, as you say "a sad little story". The situation regarding the preparation of and reproduction of the governors' annual report in parents was dealt with by the governors in an intelligent and thoughtful way.

The governors, by providing a synopsis of the report to each parent at the school together with details of where the full report could be read, believed they had fulfilled their legal obligation.

## Pressing matter

Sir - In the report regarding governors' reports, Mr Carolyn Turner says that a four-page report could be printed locally for about £30 per thousand copies.

I must congratulate Ms Turner on her research since there is a company that produces this report for exactly £30. Furthermore, reports requiring different numbers of pages and/or copies are produced pro rata (that is 0.75p per page per copy). If there is

Whether these particular governors could afford to pay for the report was never a matter for discussion. The most obvious point, that has been missed, is that to expect governors to pay for anything will inevitably exclude a wide section of interested people from becoming future governors.

And perhaps, even more importantly, if a legal requirement is placed upon a governing body, or school, for that matter, the message will be that can fulfil that duty must be provided.

B.E. THOMPSON  
Chair of Governors  
Primrose Hill J.M. and I School  
1 King Henry's Road  
London NW3

some slight error in what Ms Turner says, it is that the company concerned makes the same charge nationally rather than just locally.

I have written to both Ms Turner and Ms Thompson to put them in contact with this company, and am prepared to do the same for any school or governor that cares to contact me.

KEN BEVIS  
21 Denes Hill Road  
Grosvenor  
Kent

## Write to reply

Sir - As co-ordinators of the Write to Learn Project we were delighted with the editorial comment in *The TES* (November 6).

We would, however, like to make clear that the present Somerset/Wiltshire Institute model was set up by Pat D'Arcy (English adviser - Wiltshire) and Gordon Mason (English adviser - Somerset) and therefore has been operating as a successful joint venture for both Somerset and Wiltshire teachers for the past five years. The project depends on the mutual support and complementary strengths

of teachers in both counties and it is this co-operation which has enabled the project to grow.

We would point out too that the paragraph is misleading. The School Curriculum Development Committee is not taking up the Institute model for the other local education authorities, though individual project co-ordinators have attended institutes.

MAISIE FOSTER  
CAROLE MASON  
Co-ordinators  
Write to Learn  
Somerset Education Centre  
Priam Annex  
Wendford Green  
Wendford Road  
Bridgwater

## Shall we dance?



## Two to tango

Sir - I refer to "Ballroom boys" and "National steps" (*TES*, November 13). That the subject of dance should have two articles in the same issue devoted to it both amazes me and makes me wonder whether a breakthrough on behalf of non-verbal education has occurred. In terms of the serious recognition of dance, I am delighted that this happy accident should have happened, and wholeheartedly applaud and support the content of each.

But, the very "one-off" nature of each event, as they are made to seem in terms of the editorial stance, does those of us striving to facilitate the contribution to the education of our children, and these very many more, who are actually delivering the work, a disservice indeed.

How many more "one-off" events must dance offer, create, be involved in before it stops being consigned to the periphery? How much longer must we wait before *The TES* debates the incompleteness of an education that lacks the teaching of the non-verbal? The journalistic latching on to the "product" now needs to be followed by scholarly work on the "process".

JOHN AULT  
Dance Inspector  
Inner London Education Authority

## Practical purposes

Sir - Sue Surkes' article on critics of the GCSE exam (*TES*, November 6) angered me mainly because a vociferous body of dissenters is again given the press coverage denied to teachers and parents alike who see the aspirations of youngsters embodied in the new system.

As a teacher, but more importantly as the father of a 15-year-old son who takes his GCSEs next June, either via examination or the culmination of rigorous continuous assessment, I fail to be swayed by a plethora of ideology of any political complexion. Mr Jonathan Worthen fabricates an ideological "mishmash" which is more truly a mishmash than the genuine intention of the GCSE system to help the younger generation respond confidently and humanely to subjects so open to interpretation as history, English literature or religious knowledge.

I believe that my son will remember enduringly what he has learnt by continuous assessment. The process will have instructed him in self-reliance and the capacity to suspend judgement and be aware of the broader problems

which beset the world and the multi-racial society of which he is a member - qualities of equal inherent significance in later life as the acquisition of skill in each subject. He will also gain confidence, a confidence arising from a system which gives merit to a uniform, time-scheduled performance and minimizes clear-cut "execution" methods of assessment. In short, the confidence to succeed.

It is this change of emphasis in the attitudes of examining boards, and other educationists with the grave authority entrusted by youth itself, which could flame the optimism of this same younger generation, if only it could be considered in its true spirit, the spirit which bears a candle of hope to succeed to every youngster in this nation, rather than being bastardized by ideologists on all sides of the political chess.

While theorists continue to use this new examination system as a political weapon, our children will find it a broadly practical basis for their future careers.

JOHN R. KEMP  
Newland House  
Eastoft  
Southampton

## Shopworn solution

Sir - I challenge the "experience" of Gary Rhodes and Philippe Baillie (*TES*, November 6) who can, after a very few years infant teaching, state that the maths schemes on sale in their shop can be used at home. It appears that they are in need of guidance from more experienced colleagues if they allow Ms Greany to spend £25 on a package of reading schemes, maths workbooks, etc. in the belief that this will give her children "more individual help".

Are they proposing to sell her the very expensive apparatus which enables these schemes to develop a child's mathematical thinking? What about the application of mathematics to everyday experience? Have they even read Cockcroft?

Many schools no longer use reading schemes because they lack enriching, stimulating, and meaningful texts and



## Exam revolt

Sir - So far from being arraigned for "mutiny" (*TES*, November 13) the history staff at Lewes Priory School should be congratulated on their initiative following an accurate diagnosis of the shortcomings of the Southern Examination Group's syllabus IV ("British History 1815-1983").

The syllabus requires that a minimum of five themes/topics be taught. In order that candidates have a decent choice of questions, it is necessary to teach more. I have intimated to the Board that the one theme "Laissez-faire to Welfare State", given the minutiae prescribed in the syllabus book, could suffice for an entire course. We do, after all, also have to find time to cover coursework assignments, and to provide advice and practice in the application of fresh techniques.

Instead of encouraging more imaginative teaching, the "dutter" in this syllabus has resulted in a relentless grind in comparison with which O level resembled some kind of leisure/learning pursuit. A course which was supposed to give pupils a chance to show what they can do rather than expose ignorance, has turned out to be one of the world's great lotteries.

I gather from the subject officer that my criticisms are now, to an extent, accepted and that we can look to reform by 1991. Analogies with supermarkets changing direction come to mind.

DAVID BURY  
Head of History  
The Wallington High School for Boys  
Wallington  
Surrey

illustrations. Schools have great difficulty persuading parents, very few of whom understand the processes involved in learning to read, that a wide variety of good story books benefits their children's language development more than any reading scheme.

I feel deeply sorry for teachers whose pupils' parents have access to this shop and a headteacher would despair if one was to open near my school. How can parents understand that what children need is their time and attention, something that cannot be bought. Fobbing them off with this second-hand approach to education will do irreparable damage to their children's attitude to school and to those of us "experienced teachers" remaining in the profession.

ANN HOWELL  
Shepperton Gardens  
Hayes  
Kent

## Marking myth

Sir - I was surprised and disappointed to see Sue Surkes repeating that discredited chestnut about present GCSE and CSE examinations saying that they involved "more referenced grading" - the award of grades to fixed percentages of candidates ("Grade bands" shift forces GCSE criteria rethink" (*TES*, November 20).

I know that statements of this kind appear from time to time in your columns but repetition does not make them any less untrue.

May I quote a few figures from the statistics for the JMB's 1987 O level examinations. The percentage of Grade A awards in different syllabuses varied between 1.2 (joint integrated humanities) and 23.5 (joint Latin) Grade E and above ranged from 54.3 (joint biology) to 99.4 (English language alternative D). So much for fixed percentages.

What the boards are concerned to do is to base awards on standards of performance as indicated by the aggregate marks gained by candidates.

The system may not be perfect and the boards (and the new GCSE examining groups) are ready to co-operate with investigations designed to improve it or replace it by something better.

Hence our willingness to take part in exercises such as the Secondary Examinations Council's attempt to produce grade criteria and the new investigation into performance matrices.

If something fairer, more informative and workable can be introduced, we will all rejoice.

In the meantime, let us avoid myths and misrepresentations about the present system. It is based on standards of performance and it works.

COLIN VICKERMAN  
Secretary to the  
Joint Matriculation Board  
Manchester

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## LETTERS

## Swift water ran deep in Select Committee

Sir - My former colleague, Sir William van Straubenzee, wrote in relation to the Select Committee on education, science and the arts (*TES*, November 13), the following:

"In the 1979 Parliament, the Committee, under the chairmanship of Mr Christopher Price, seemed to consider itself as essentially designed to deal with short-term issues. It was constantly delving into questions of immediate policy."

As a Member of the Committee in the 1979 Parliament, I find this statement astonishing. A glance at the work we produced will show that a considerable amount of long-term work was done: for example, "The Funding and Organization of Courses in Higher Education", "Secondary School Curriculum and Examinations" with special reference to the 14 to 16-year-old age

group, "The Public and Private Funding of the Arts", and "Further and Higher Education in Northern Ireland" - in fact, we were the first Select Committee ever to visit Northern Ireland.

Naturally the Committee also dealt with some immediate questions, such as "The Future of the Promenade Concerts" and "The Future of *The Times Supplement*", which seemed appropriate at the time. However, the amount of time taken on these small, compared with the in-depth inquiries, some of which I have mentioned.

It would be quite wrong to assume that Christopher Price took the decisions as to what we should do all by himself. There was agreement within the Committee that we should try to strike a balance between immediate

considerations and in-depth studies. Although party political differences did arise, in his book on the work of the new Select Committees, Gavin Drewry quite rightly said: "Party conflict was allowed to take its course, and there was a significant degree of cross-party sympathy and co-operation."

Christopher Price was certainly a robust and vigorous chairman and although he kept a high profile, what he also did was to set a fast and stimulating pace for the Committee, resulting in a considerable output of work, which I think was helpful to Parliament and set a high standard for this new Committee, which I know Sir William van Straubenzee wished to follow.

DAVID MADELL  
MP for Bedfordshire SW  
House of Commons London SW1



Chris Price: 'robust and vigorous chairman'

## Chair with flair

Sir - As the minority party member of the Education, Science and Arts Select Committee from 1979 to 1983, I was bemused by the statements of Sir William van Straubenzee. While it is true that we did specific work on short-term problems in arts and science subjects, we also undertook under the leadership of Patrick Cormack perhaps the most exhaustive study of arts policy undertaken in recent years. Our work on higher education, and on the secondary curriculum was in depth and detailed.

In particular, through the strong chairing of Christopher Price and the active participation of my Tory and Labour colleagues, we established the Committee as a force which the DES, and educational opinion generally, had to reckon with. I shall not forget the seminar arranged at Elizabeth House for members of the Committee in its early days where the Department was so aware of the ratio of civil servants to Committee members at that seminar was about 5:1.

The whole point of the departmental select committee system is that it should have a high profile in relation to other parliamentary functions, and the media. Public scrutiny of senior civil servants, experts and ministers, can only be good for parliamentary democracy. Although internally, at private sessions of the committee, Christopher Price's style in the chair would be the subject of debate, strength and assertiveness were regarded by all as essential to establish the select committee process.

All our reports were debated thoroughly with members and with our specialist advisers and although minority views and disagreements were clearly expressed to those reports, the Committee did work coherently and cohesively because members recognized the strength that could be derived from that method of work. Much of that strength was due to Christopher Price's leadership.

As we come to appoint new select committees for the present Parliament, the last thing we want is to appoint to the chair people who decide to deliberately take a low profile. A select committee whose chairman does not speak and whose members do not vote can be of little use to Parliament, or the education service generally.

DAVID DELISTHOMAS  
MP for Merioneth and Nant Conwy

## Lack of research

Sir - Sir William van Straubenzee's self-congratulatory article about the work of the Parliamentary Select Committees and his criticism that it is daft to give the chair of sensitive ones to Opposition Members cannot be left unchallenged. As he is fully aware, it is the Government's legislative programme which determines what is and what is not "sensitive". This is not decided by the chairman of a select committee who can, in fact, only criticize to the extent that his committee may or may not determine.

Those of us who had the very real privilege of serving on the 1979 Committee under the chairmanship of Chris Price were suddenly faced with a Government which had decided to shatter the post-war consensus on

virtually all aspects of education, research and funding of the arts. The remarkable feature is that we did keep our cohesion and were conscious of our duty to report as objectively as we could to Parliament, regardless of Party. Chris's knowledge of the education world and his experience as a Parliamentarian made a great contribution to this.

The criticism about only dealing with short-term issues and publicity-consciousness flies in the face of reality. We reacted quickly to issues of urgency dictated that Parliament should have some publicly-stated evidence before it.

I would not wish to allocate marks to Sir William's Select Committee since I was not actually a member of it. I will, however, mark his History Paper on the Work of the 1979-83 Committee as follows: "One out of ten for neat handwriting and one out of ten for spelling. Unfortunately, this boy does not appear to have read any of the primary documents available to him for the period he was asked to research."

JOHN D. McWILLIAM  
MP for Blaydon

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Wolsey Hall Oxford

## Choice but not equality - the tertiary debate

## No surprise

Sir - Having worked in senior positions in two new tertiary colleges during the past five years, I read Harry Evans' article with some dismay but no great surprise.

Much of the article consisted of a series of unsubstantiated assertions masquerading convincingly as facts. Dealing with all of these would result in a letter of greater length than the original article but two or three examples should suffice:

"Most tertiary colleges were set up as a result of falling rolls in secondary schools."

The earliest phase of tertiary colleges preceded the demographic downturn of the late '70s and '80s and while falling rolls have clearly played their part in the more recent impetus towards tertiary colleges, the desire to raise the post-16 participation rate, to extend comprehensive education into the post-16 sector, and to make more rational and effective use of resources have all proved at least as influential as falling school rolls in decisions to go tertiary.

"Efforts to ensure a good range of A level subjects have dominated the organizational thinking in many..."

One of the most striking features of the tertiary college movement is the range of organizational structures (which presumably present the embodiment of "organizational thinking") which it encompasses. Organizational eclecticism with everything from matrices to conventional departmental structures (and all shades in between), seems to be the order of the day. It is difficult to see how each of these many structures could be dominated by efforts to ensure a good range of A levels.

"The traditional further education element is being submerged... with the emphasis being placed upon the academic courses at the expense of the vocational and non-vocational work."

In my experience, the establishment of a tertiary college, far from threatening the vocational and non-vocational work, actually leads to an increase in the traditional FE element, partly as a result of the high profile of the new college and partly as a result of the wider range of staff and facilities available. In any case Mr Evans' criticism smacks of re-arranging the deck chairs on the Titanic. The real threat to vocational education in FE is surely the continued emphasis on a shift to work-based assessment, whilst non-vocational education lives under the constant gloomy shadow of rate capping.

A phenomenon noted in new tertiary colleges which draw their staff from both the school and the FE sectors is the mutual suspicion which initially prevails, the sense that the new institution is making too many concessions to the ethos of the other.

Fears among the staff drawn from FE are often couched in exactly the emotive language Mr Evans uses in his article, with A levels dominating, FE traditions being submerged, quasi sixth-form colleges emerging (the ultimate in FE demagoguery), and academic courses thriving at the expense of vocational and non-vocational work. The experience of working in a tertiary college for most staff reveals these fears for what they are, at best exaggerated and at worst plain wrong.

M. GALLOWAY  
Vice-Principal  
Derwentdale College  
Park Road  
Consett

## Ranging wide

Sir - I should be interested to see the evidence upon which Mr Harry Evans bases his wild assertions about tertiary colleges. My own college will be typical of tertiary colleges in many respects, and although we are proud of the 13 per cent improvement in A level success rates - which have been achieved since reorganization in a comprehensive system, the A level courses in no way dominate our organizational thinking.

On the contrary, there has been a significant enhancement of the range and scope of vocational courses, and the age participation rate in such courses has increased by one-third over five years. At the same time, there has been an even more rapid growth in adult training courses and of which are also based upon the college.

Parity of esteem is at the centre of any tertiary college, and one of the results of tertiary reorganization is the greatly improved access for students on vocational courses to sporting,

cultural, counselling and study facilities on a scale which is equalled by few, if any, further education colleges. The range of staff expertise and experience which can be made available on courses academic and vocational is naturally concerned with the pursuit of excellence, but this concern manifests itself in a determination to ensure that all students achieve their maximum potential.

College organizational structures all have this as a primary objective, and most colleges could produce evidence to show that tertiary reorganization has resulted in improved participation rate and academic success right across the ability range. Mr Evans need only visit a tertiary college (and there are many good examples within 50 miles of Liverpool) to see the proof that his sweeping and unsubstantiated generalizations have no basis in fact.

ROBIN TREBILCOCK  
Principal  
North College  
Dewey Road  
North  
West Glamorgan

## Artful response

Sir - In the week since your account of our New Open College of the Arts (*TES*, November 20), we have had nearly 3,000 enquiries from would-be students and we have been delighted by the number of primary school teachers included among them.

From our point of view, the more the better. We have also had a number

of enquiries from local education authorities who are interested in their primary school teachers being included in the scheme.

We have not been able to say yes to all the people who have written to us because not only ours of support for the special primary school project in the Cullinbanj Foundation, which is in the normal way only makes grants of the kind they have made to

us. But I would like to assure your readers that, although somewhat overwhelmed at the moment, we are extremely encouraged by the response from primary schools and we will do all we can to help.

YOUNG OF DARTINGTON  
The Open College of the Arts  
18 Victoria Park Square  
Peshawar Green  
London E2

described in the report as "public schools" (referred to in the report as "public schools")



## EMPLOYMENT

## Not so nice little earners

Alan Combes

The black economy, for so long an ignored area of high unemployment, may well be more influential in secondary education than many teachers think.

Admittedly, my research is limited to one school, but I have no reason to believe that it is atypical. What originally prompted the enquiry was declining attendance at out-of-school activities such as drama, music and, more dramatically, sport. The clash between school commitments and a part-time job in not something new, but it used to be a Saturday morning problem confined to the 15-plus age group. Now many youngsters aged from 12 upwards have jobs before and after school.

A survey of second-years showed that 75 per cent had some kind of job. To be fair, many were of the dog-walking, garden-digging variety, but a disturbingly large number — about a third — were newspaper deliverers, baby sitters and hotel workers.

What was disturbing about newsboys and girls was that many were up at six and out on their rounds by 6.30am. The law is quite clear that children at school must not start work before 7am and must have a clear half-hour in which to get their breakfast. And, of course, employing a 12 or 13-year-old as a baby sitter is quite illegal: it is the earliest they can be so employed.

Why are secondary pupils seeking more and more paid jobs during their education? I believe there are two basic reasons: the growth of consumerism amongst teenagers who now represent a lucrative market particularly for clothing and entertainment, and teenage earnings can make life easier for a family in which Dad has minimal work prospects.

The latter makes the thoughtful head-teacher reluctant to press for legal action against firms improperly employing young people in depressed areas. However, it is also a source of concern for good reasons — the quality of family life could be a casualty of such prosecutions. Unfortunately, the coin's other side is that unscrupulous, exploitative employers are allowed off the hook. Seaside towns are especially vulnerable and not only in high season. When a seaside economy ticks over during

winter, few businesses can afford to employ adults. Young teenagers will accept low wages and flexible and anti-social hours.

At 15 pupils can work 35 hours a week during holidays, before 7am and after 7pm and have no time limit imposed on them for harvesting work.

The age of 15 may have been an appropriate point at which to relax the law 20 years ago, but nowadays a pupil is entering secondary education's most telling phase. GCSE places heavy demands on 15 and 16-year-olds for course work. The amount of homework is considerably greater even than three years ago.

The consequence has to be that pupils from poorer families will face more stress than others. Still, this is the world we live in and all the signs are that our political and educational masters will continue to look the other way.

Of course, it will be pointed out that young people taking part-time jobs during their education is hardly a new phenomenon. The children of agricultural families have long had to sacrifice their education.

Our society is supposedly in pursuit of social justice and, therefore, our children should not fall victim to their education because of the economic hardship of parents. At the very least, if young people want to work to buy clothes and look chic or do jobs to support their families, a progressive society should ensure that they work approved hours for decent rates of pay.

Alan Combes is a senior teacher at Pindar School, Scarborough.



## TALKBACK



## COMPREHENSIVES

## Selection rules

Isobel Shepherdson

It has been a bad time for those of us who began our teaching careers in the 1950s: economy wreckers, empire topplers, enemies of the people. The thought does occur that if teachers have so much effect why are they not paid more than insignificant people like chairmen of merchant banks (Morgan Grenfell £450,768 a year), chairmen of industrial and commercial companies, archbishops, and politicians who apparently have had so little to do with the shaping of our society?

It has been particularly tough for those of us who worked successfully and comfortably within the selective system and who slowly and painfully came to accept that a system based on selection keeps standards down and damages all who are involved. It was a hard, but honest, professional decision to move into the comprehensive system, not because it offered all the answers, but because it gave scope for real development. Here was an opportunity for advantage without someone else paying the price.

Newspeak has long been the lingua franca of politicians, so that we know that more choice for parents means no choice for most, that "centres of excellence" means "centres of advantage". However, when fellow-professionals claim to be devoted to comprehensive selection for the first time, it is a new type of school, the world really does seem "a looking-glass" place.

It doesn't make any difference that what is being looked for is technical aptitude rather than intellectual ability (how can you tell the difference?). Selection includes rejection, the most debilitating factor in the process of learning. It is better or worse that the selector believes that as long as some bright children — and their committed parents — are rejected, the comprehensive principle will be honoured and seen to be honoured.

This is not the comprehensive principle I recognize. This is not why I embraced comprehensive in the late 1960s: I did not expect to replace the 11-plus with a selection process based on different — and, arguably, less objective — criteria.

Comprehensive schools which are true to the principle must be unselective because we don't know how to predict at 10-plus how pupils will develop; because "separate but equal" is an illusion; because the facts show that mere pupils in comprehensive schools pass public examinations. This is a more remarkable achievement when one remembers that even the schools nearest to the comprehensive ideal were impaired by the near presence of independent schools, of main-stream grammar schools.

Children are always having to adapt to our inadequacies, but eventually they demonstrate the concept of all our devices. We tried to strait-jacket them before and they broke free. We must hope that the children of Solihull — and their parents — will do the same. Our teachers will be professionally skilled enough to respond. But the ones who apply for "fail" to "win" a place at the first city technology college will need all their reserves of courage, determination and self-confidence.

Isobel Shepherdson was head of Kidbrooke School, London, from 1973 to 1983 and is now a consultant to the Centre for the Study of Comprehensive Schools.

## BENCH-MARKS FOR PARENTS

## Open up your classrooms

Sheila Naylor

How school has changed. When I was a child we sat in neat rows and we were taught. How often my mind wandered out through the window, away from the drone of the teacher's voice, to the real world. Sometimes we had to read out loud; I sat, fingers crossed, praying to be spared from shame and embarrassment by the bell. Every day we rote-learned spellings and tables; I chanted about quarts, pints, pecks and bushels. What is a peck? — it had no meaning for I had no measure of it.

Today my youngest son's school was humming with learning, not with the rhythm of chanted tables, but the buzzing of wonder at new discovery, of young minds stretched and racing to understand what the world is made of. I saw classrooms with old tools, a fire-blackened kettle, a wash tub and dolly peg — paintings, models and collages with neatly written scripts which told of ancient Greek mythology. Classes of more than 30 children working in clusters, each group doing something different, negotiating with each other about how to do it best.

The stick — how I remember struggling to hold a pen with a deep red wax across my fingers — would be irrelevant here for the children learn because

they want to. They have more confidence and self-assurance, they are inquisitive, imaginative and creative. Children today do not gaze through the window. They go out into the fields, towns and factories to see and learn for themselves. They also know that what is difficult on your own can be achieved when you are part of a team, and that your team can include someone who is not like you, perhaps different skin colour or someone who has no legs. These things I value for my son — for these are the qualities that will need throughout his life. These are the "treasures" that are at risk for my children's children, for these qualities cannot be tested at 7, 11 or 14, for they are immeasurable and priceless.

My plea is to teachers. I know how dispirited you feel and I understand. But please, open your classroom door today to more mums and dads like me so that they too may understand, so that they may share my dread and foreboding. For if they did, not one MP would sleep in peace until what is good in our schools today is recognized and safeguarded.

Sheila Naylor is press officer of the National Confederation of Parents' Teacher Associations.

## SECONDMENT

## Value for money?

Pat Challinor

I was a mature entrant to teaching, and after 16 years, 13 with one authority, I applied for and was granted a year's sabbatical to do a diploma course in the principles and practice of industry and commerce. In truth, I was so desperate for a break from the classroom that I would have accepted any course that was offered. Nevertheless, business education and training for commercial employment were buzz ideas of the time, and the course seemed ideally suited to my own needs as a business studies teacher. So, in September 1985, I joined nine other teachers from various disciplines at St Mary's College, Strawberry Hill.

All the teachers were paid and supported by the Department of Education and Science, but the course itself, lectures, visiting speakers, seminar help, and so forth, were paid for by donations from industry.

Our year was enjoyably spent in lectures, presentations from representatives of every type of industrial and commercial enterprise, visits to firms and work placements. Also, less agreeably, in examinations and presentations to visiting examiners.

The work placements were varied and were designed partly to give us hands-on experience in as many firms as possible, and also to build up contacts with industry to help with liaison when we returned to teaching. For those of us who were many years from the casual work of the days, it was salutary to be reminded of the heavy physical demands on the food department assistant in a chain store, and of the commercially critical decisions made by the department manager on sitting merchandise. Also how pleasant when some mechanical hiccup causes the assembly line to stop for a few moments. I learned that teachers are "good" bank customers, keeping their affairs in order, and that those with double-barrelled names are more likely to abuse their accounts than the average.

So an enjoyable year of valuable and interesting experience. What use would be made of it when it was over? Early in the new year I contacted the adviser who had recommended the course, described what I was doing, and proposed ways in which I could use the experience to benefit the children of the authority's care; setting up liaison systems, introducing industrialists into school and teachers into industry, advising on multi-enterprises, industry days.

Letter saying that any use made of my experience would be up to my head-

teacher. So I talked to my head, who agreed I must make use of it, and "we would have to see what could be arranged". So what was arranged?

My timetable on returning to school showed 34 periods out of 41 of exactly the same lessons as I had been doing before the course. Since they were all examination classes, syllabuses could not be interpreted too widely. Another member of the staff had received a scale point to be responsible for liaison with industry, after my talk with my head.

Demoralized, I applied for early retirement and left with very ungenerous terms.

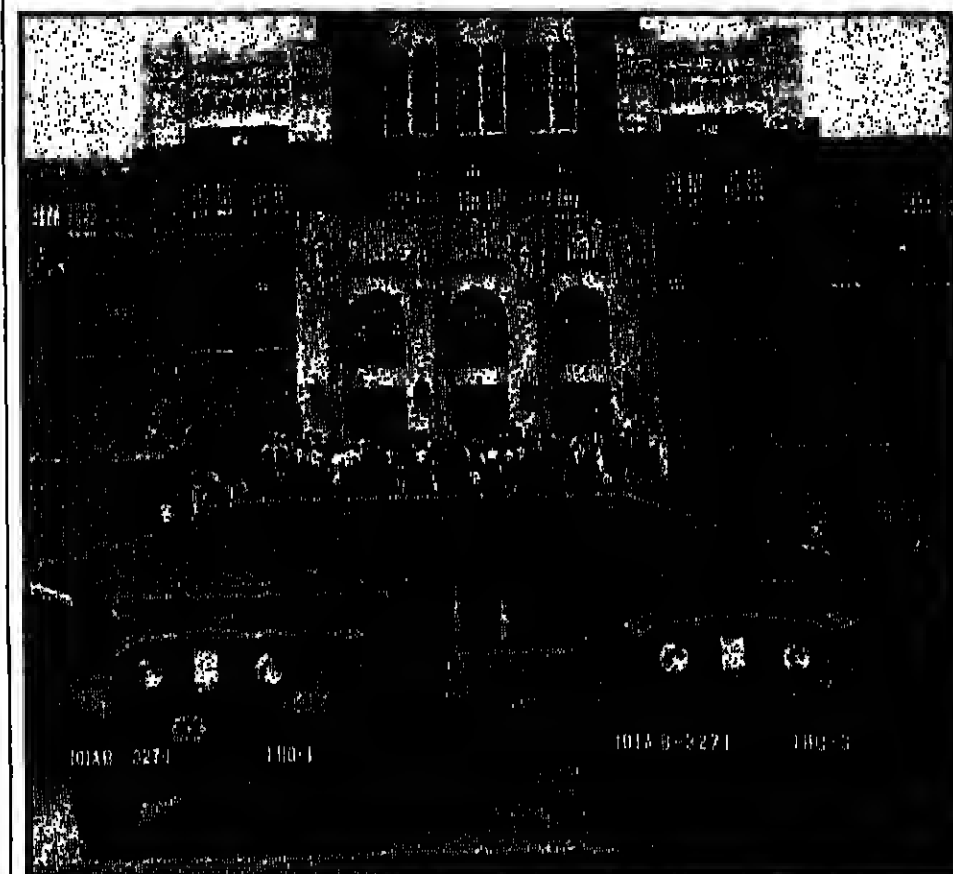
I saw some figures somewhere which suggest that the accommodation of a teacher costs about £30,000, bearing in



## FEATURES

## 30 years after Little Rock

## Martin Loney fears the racial and religious segregation in schools that the Government seems willing to sanction



Little Rock 1957: troops prepare to escort black students through a jeering crowd of whites blocking the high school entrance

In the United States the battle to integrate public education has been synonymous with the growing recognition of the need to tackle the entrenched disadvantage of racial minorities. Thirty years ago, on September 24, 1957, in a blaze of international publicity, President Eisenhower despatched paratroopers to Little Rock, Arkansas, to enforce a court order admitting black children to the city's all-white Central High School.

This historical event serves as a convenient benchmark against which to judge the astonishing recent pronouncement of Baroness Hooper, the Under Secretary of State for Education, on segregated schools. Responding on BBC TV to the charge that the Government's proposal, to allow parents to opt out of local authority control was socially divisive, the Minister sought not to allay such concerns but rather to accept even racial divisions: "If we are offering freedom of choice to parents we must allow that choice to operate. If it ends up with a segregated system, then so be it."

Her remarks might be of less concern were it not for the strong evidence that many parents will indeed seek racially segregated schools, particularly where they are encouraged to do so by politically active racists always eager to find a new forum in which to operate. A Harris poll for London Weekend Television found that 52 per cent of parents in the Home Counties supported racially segregated schools, a figure much higher among white than black respondents.

In Little Rock, too, white parents strongly backed the then Governor, Orval Faubus, in his refusal to desegregate. The crucial difference there was that the federal government, rather than bowing to any electoral considerations, made it clear that it would use every means to enforce the court's decision on integration, including, if necessary, the temporary closure of Little Rock's schools. Faced with this determination, white parents backed down and in the May 1959 school board elections elected a moderate state committee to oversee the desegregation process.

Baroness Hooper's remarks, they may have lacked any serious or careful reflection. But her comments can scarcely be dismissed as insignificant since, in a subsequent exchange in the House of Commons, they appeared to receive Prime Ministerial endorsement. Challenged by the Labour leader to reject segregated schools, the Prime Minister refused, replying in part: "There have always been different kinds of school."

Certainly this is a Government whose record on race relations is unimpressive, whether in its failure to tackle the gross disadvantages faced by racial minorities in the labour market or in its relentless attempt to tighten further entry controls which have caused such hardship to immigrant families. Nonetheless, if the Government is not to renounce the idea of racially segregated schools, it is surely reasonable to ask for some

greater clarification on this perceived social implications of such segregation and the extent to which schools which opt out will be allowed to form distinct racial enclaves, staffed perhaps exclusively by one ethnic group.

The pressures to opt out will not exclusively result from the actions of white parents. Muslim activists have been quick to identify the opportunities promised by the proposed legislation. In the London borough of Newham, five schools — two secondary and three primary — have already been targeted for grant-maintained status by a leading advocate of Islamic education, Hajj Iftikhar Ahmad, notwithstanding that all these schools have a majority of non-Muslim students.

Backbench Conservative MP Andrew Rowe who, unlike Baroness Hooper, has a background in education, is somewhat less sanguine about the

racial and religious consequences of the now ongoing proposals. In *Changing Change*, a publication launched within days of Baroness Hooper's statement, Rowe warned: "The Union of Muslim Organizations has long pressed to be allowed to set up Muslim schools with state finance. Its objection to present state schools stems partly from widely shared anxieties about their competence, partly from cultural preferences... and partly from a fear that conventional English school leaves too little time for the study of Islam and of 'another tongue'... above all, the Union of Muslim Organizations wants its own schools because they take a fundamentally different view of female education. Many Muslims believe that it is improper to educate girls on the same terms as boys."

The Islamic activists represent the more con-

servative elements of their communities. The London Weekend Harris Poll found only 15 per cent of Muslims thought race an important factor in choosing a school. While this is not the same as an exclusionary religious focus, there is clearly, in practice, some relationship. But we should not doubt the ability of Islamic fundamentalists, in a racially charged environment, to mobilize wider support for highly-traditional, segregated educational provision.

The broader implication that the development of segregated education will have for race relations scarcely bears thinking about. The widespread currency of racist stereotypes will certainly be enhanced, if inter-racial socialization is markedly diminished.

Britain has experienced serious urban riots in four of the eight years of the Thatcher government: in St Paul's, Bristol, in April 1980; in Brixton in 1981; in Handsworth and Brixton in September 1985; Broadwater Farm Estate in October 1985 and again in St Paul's, Bristol, in September 1986. All of these disorders have had a strong racial element. In the circumstances measures which may result in further racial polarization seem, at best, ill-considered.

This however is a Government which appears to see policy as the implementation of currently fashionable slogans. In this case, the rhetoric of parental choice conveniently distracts attention from the fact that for most pupils in multi-racial schools their problems will not be addressed by any legislative rearranging of responsibility. Measures are needed to improve the resource base of these schools, to raise teacher morale and, most importantly, to tackle the acute social deprivation which disproportionately characterizes the pupils home backgrounds and the bleak prospects afforded by inner city labour markets.

Ultimately such arguments, implying as they do redistributive social and economic policies, will have scant influence on current policy making. There is, though, perhaps another issue which might give the government some cause for further reflection. It was aptly summarized by Eisenhower, neither a radical nor an enthusiast for big government, as he explained why he had sent the paratroopers into Little Rock: "At a time when we face grave situations abroad because of the hatred that Communism bears towards the system of government based on human rights, it would be difficult to exaggerate the harm that is being done to the prestige and influence, and indeed to the safety, of our nation and the world. Our enemies are gloating over this incident and using it everywhere to misrepresent our whole nation. We are portrayed as violators of those standards of conduct which the peoples of the world united to proclaim in the Charter of the United Nations."

Martin Loney is senior lecturer in social policy at the Open University.

## Real books, real balls

by Keith Gaines

Shortly after I took up my present position in Yorkshire I found myself teaching a small group of poor readers, one of whom wore a T-shirt which brightly proclaimed "Featherstone Rovers". While I was familiar with T-shirts on which were printed "Aston Villa" or "Everton" this one struck me as bizarre.

I have since come to realize, however, that there are marked similarities between my alienated attitude to rugby football and some children's attitude to reading.

Even as a young mixed junior I think I knew that rugby was a kind of football played with odd shaped balls by northern men. I grew aware that it was also played by Welsh miners, public schoolboys and university students. I did not, however, intrude into my life, and like all the other boys on our council estate, I kicked around correctly-shaped balls in total ignorance of the subtleties of "the up and under".

Imagine my trauma when I passed the 11-plus, was admitted to a prestigious old grammar school and stood on the pitch, in my pristine and compulsory games kit, looking like a Persil advert. This squashed ball wobbled towards me and, as I slipped into my Danny Blanchflower

swearing, dribbling the game master yelled at me to "pick it up!"

The words registered but not the meaning. The ball was null in play and I was not the goalkeeper. There was certainly a goal, albeit of odd proportions. The school, while well-endowed with buildings and books, could not, it seemed, afford a proper net. Moreover, there did not appear to be anyone in goal.

"Perhaps," I thought, "in this game everybody can be goalkeeper." So I picked up the ball, and hesitated as to whether to pass to my friend on the wing, or to try to boot it up to the forwards, but there were no forwards to be seen in the other side's half. "Run with it!" howled the incomprehensible game master as two opposing players blatantly flung me to the ground. "Foul, Ref," I cried weakly.

I eventually learned the rules of rugby, and even endured an undistinguished season in the school third XV. After I left school I spent the next 15 years treating news from the world of rugby with the same interest I accorded to statistics of Albanian millet production; but, in a cruel twist of fate, I now find myself sitting, with glazed eyes, in West Yorkshire staffrooms, trying desperately not to ovesdrop on earnest discussions concerning the origins and development of Castleford's second try against Bradford last Sunday. There have even been playtimes when, to stop myself from screaming, I have had to read the whole of an SCDC newsletter.

When presented with some recalcitrant lower junior, I am told, in confidence and in awe, that, although he is failing to learn to read, he is the ophop of the great Joe Blackthwaite (the name is fictitious to protect the misguided). Well-meaning high boys have even told me how lucky I am

to have three sons who will be fortunate enough to go to a high school with such a great rugby tradition.

Many children I see in the course of my work have an ability to read which they choose not to exercise. Like me, they have been taught the rules of this activity. Like me, they recognize that it is an activity in which thousands of people find intense and compelling interest. Like me, they have no particular desire to dissuade others from following this activity; their wish, like mine, is simply not to be bothered with it.

I resigned myself to the inevitability of playing rugby. For many unwilling readers, their attitude to reading is often that same attitude of passive compliance to external imperatives. Last week, when presented with yet another eight-year-old "problem", I delivered, with my usual tone of reassuring optimism, my customary introduction. "My name is Mr Gaines and I'm a teacher, but I don't just work in one school," (smile at child and gain eye contact). "I work in all the schools in Pontefract/Knottingley/Ferrybridge (Delete as appropriate) and I'm really interested in reading!"

"Well, I'm not," replied the eight-year-old with an expression not of defiance but of resignation. As a schoolboy, I doubt that I would have been inspired by a core rugby curriculum. A Baker bench-mark in rugby competence would have been at best an irrelevance, at worst, a humiliation. Our local children love rugby because their parents, their relations, their friends and their teachers love rugby. If there really is a serious intention to improve standards of literacy it must surely be recognized that the means to achieve this does not lie in the imposition of tests; neither does it lie in the uncritical acceptance of training

methods or materials.

The essential prerequisite for high standards of reading is surely the creation of a climate of infectious enthusiasm for print and literacy. Such a climate can be achieved through various approaches. I can recall classes full of skilled readers, inspired by teachers whose own enthusiasm for literacy was palpable for the inadequacies of their *Coy Way*, *Happy Trio* or *Mike and Mandy* readers. Enthusiasm for reading has also been generated through imaginative pre-school projects and parental involvement programmes.

Those of us involved in literacy education will be aware of an increasingly passionate debate between the advocates of the "real books" approach to reading and the defenders of the reading scheme tradition. As a reading specialist I have followed this debate with fascination, but over the past few weeks I have felt a growing sense of *déjà-vu* and unease over the struggle between the old and the new orthodoxy of reading teaching.

It was only last week, browsing through the sports pages of the *Yorkshire Post*, that I finally managed to put my finger on the source of my doubts. It was not the fact that I could not decide whether to join the weave-your-own-muscle book group or to enlist with the drill-skill-mastery-structure brigade. It was, I realized, the fact that the one-sided, blinkered and simplistic slogans of the literacy antagonists seemed to me to bear more than a passing resemblance to the absurdities which characterize the interminable, interminable strife between rugby by league and rugby union.

Keith Gaines is an advisory teacher with Wakefield Special Needs Support Service.

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## BOOKS IN CLASS

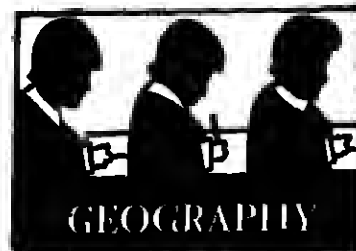
## Good little runners

Graham Hart test drives some GCSE and foundation texts

lacking in new directions and not likely to cause any great excitement in the classrooms or classrooms where they are going to end up.

**Studies in Geography 1.** By Eddie Broadley & Richard Goring. Oliver and Boyd £4.25. 0 05 004055 3. **Geography Today Series.** By R. Clammer, B. Gressley, P. McLeod and R. Nicholls. Book 1. £3.95. 0 00 326601. **Teacher Resources 1.** £21.95. 326607 9. **Pupil Copymasters 1.** £21.95. 326604 4. **Investigating Geography Series.** By S. Jenkins, M. Legg and S. Richards. Book 1. £3.95. 0 7135 2515 0. Book 2. £3.95. 2516 9. **Bel and Hyman.** **The Active World Series: Landforms and Hazards.** By Peter Jones and Bob Pike. £2.95. 0 560 265204. **Landforms and Hazards.** By Mike Mayers and Mick Readman. £2.95. 265239. **Developing People and Places.** By Peter Jones and Bob Pike. £2.95. 265230. **Developing People and Places.** By Mike Mayers and Mick Readman. £2.95. 265255. **Arnold Wheaton.**

Of the pre-GCSE titles, the best of the batch is probably *Studies in Geography*. *Studies 1* is part of a two-book series (textbooks and copymasters) for the "middle years" of secondary school. The text is straightforward and the design is uncluttered. The questions are simple and useful. From the pages of *Book 1* the student is going to get a good grasp of what geography is about within the European framework. The range of topics and



regions is impressive. *Book 2*, as yet unpublished, is to cover similar and complementary themes on a world scale. Teachers might be well advised to check that the books do act as a foundation for their particular GCSE course as they are written and published in Scotland by Oliver and Boyd.

Of course, not all 11-14 books must be a foundation for GCSE and some, like *Geography Today*, stress their value for students who will not take geography beyond their third year. *Geography Today* is another visually impressive title from Collins Educational. A Sheffield-based team of authors and advisors have put together this three-book course of pupils' books, teacher's books and copymasters. *Books 1* and 2 contain an excellent blend of real and invented case studies. The books justify their claim to "encourage an active, enquiry-based approach to learning". *Book 2*, in particular, provides some excellent material on the physical background to modern world problems; this reverses the trend of many books that have recently over-emphasized the role of humans in the human/environmental equation. Final point: the copymasters for this series seem to be some of the best around.

*Investigating Geography 1 & 2*, at first glance, appear less exciting than the books from the two series mentioned above. Less colour, less vitality and poorer-quality photographs cloud the first impression. Closer inspection, however, reveals a similar depth of coverage as the competing books. The themes of *Investigating Geography* are placed in a regional context, Britain

and the EEC in *Book 1*, the developing world in *Book 2* and the rest of the world in *Book 3* (as yet unpublished). For the teacher wishing to develop some regional themes within the lower school curriculum these might be ideal purchases. One minor problem might be determining the level as it seems to vary a little, particularly in the questions.

The only major departure from the normal pattern of things comes from Arnold Wheaton with *The Active World*. The two books reviewed, *Landforms and Hazards* and *Developing People and Places* are part of "a major new course" - nothing new in that. The interesting point is that, at each of the three levels, there are two books on offer. One is the "mainstream" version written for the average and more able students; the other is the "foundation" version which has been re-written by specialist teachers for the less able pupils. It's very interesting to compare pages from the two books to see exactly what has been left out or altered. A sample inspection shows the job to have been done with care and skill. The core material that makes up the books is generally unexciting, but the two-tier concept is a bold attempt to cater for mixed ability teaching and the books deserve careful inspection-copy consideration. It would be interesting to know how the authors see the eventual use of the books. Do you use both books in the same school? The pupils would be quick to spot the attempt at separate development.

**Foundations of Geography.** By D. C. Money. Evans £6.95. 0 237 51006 5. **Themes in Human Geography.** By Mel Rockett. Arnold-Wheaton £4.25. 0 560 33000 6. **Understanding Geography: People at Work.** £3.45. 0 7217 1054 9. **Life of Britain.** By N. Pantling. £3.45. 1055 7. Schofield & Sims.

*Foundations of Geography* is a first glance, appear less exciting than the books from the two series mentioned above. Less colour, less vitality and poorer-quality photographs cloud the first impression. Closer inspection, however, reveals a similar depth of coverage as the competing books. The themes of *Investigating Geography* are placed in a regional context, Britain

## Pass up

**Penguin Passnotes Geography - A book of revision texts.** By S. Mayhew. Penguin £1.75. 0 14 077031 3.

The author outlines the chief difficulty of writing a book of this type in her use of the book. "Geography syllabuses vary enormously". This fact does mean that many of the revision questions have to be multi-purpose, and rely on the student to be able to select material relevant to the particular regions and topics they have studied.

Various types of question are used here, including beads and tails exercises, filling in missing words or labels, multiple choice and assertion-reason questions. There are useful sections on note-taking, and the use of mnemonics is recommended with varying degrees of success. However, here lies the principal disadvantage of this type of book for GCSE examinations - it is heavily dependent on factual recall. The whole tenor of GCSE is that it tests more than knowledge.

A second drawback is the treatment

of the syllabus content. Physical geography is afforded a quite large proportion of the book, approximately one third, yet is seldom found in its pure form in GCSE syllabuses, where it is more likely to be dealt with in the context of man and his environment.

There are frequent referrals to other textbooks which students could use for detailed examples, and in particular in the accompanying volume called *Geography Passnotes*. The author continually stresses the need to have detailed information about the specific regions studied, and to use this within the framework offered.

Unfortunately, number of minor, yet nagging printing errors (on pages 18, 42, 44, 48, 61, 85 and 86) detract from the usefulness of the book. More worryingly, some of the few data-response questions given include bar graphs so inaccurately drawn that answers which are supposed to be correct appear incorrect.

Books of this type may have a place, but only the most able student will be able to cope with the language level and the need to apply the outline answers to their own specific areas of study.

Sue Richards

## Physical

**Process and Landform.** By Alan Clowes and Peter Comfort. Oliver and Boyd £7.75. 0 05 004056 6.

This is a heart-warming book for physical geographers. It has a judicious blend of examples, statistics, photographs (done in colour, in fact), and helpful diagrams, with some of the best of a lot of other titles above. The first point is, inevitably, enjoyed their chapter of slides, always a difficult topic and also the role of human beings in geomorphic forms is not ignored, as many texts in this area tend to do.

For 300-odd pages and adequately bound, it would serve most needs well. I cannot understand the lack of a solid chapter on plate tectonics as a shaper of the major landforms of the planetary surface. On the authors' own definition of "geomorphology" as the study of the shape and form of the earth's surface and of the processes acting to give it that particular form, it seems essential: internal forces matter greatly, and need to be given foundation treatment at this level. I am sure that many geographers of the age do not introduce geomorphology thought seems unreasonable, although in this respect the book follows the pattern of most texts on the subject, and most examiners.

Before looking at the current offerings for GCSE here's a small puzzle. It takes one author to write 200 pages (the common situation for GCSE titles) and four authors to produce 80 pages (as for most 11-14 titles) what length of book would a team of 10 geographers produce? Perhaps they only be asked to come up with a common syllabus.

Of the books in this batch, D. C. Money's *Foundations of Geography* is the most appealing. It is easy to read and uses many of the now accepted conventions such as bold type for words that appear in a glossary. Side boxes for questions and subtle good use of a second colour in its maps and diagrams. The coverage of the subject is excellent. Each theme is clearly and succinctly developed and then rounded off with a "back-up section". The only question mark must hang over the book's suitability for "those who go on to A level", gives the game away: this book is not for the less able GCSE candidate.

Mel Rockett's *Themes in Human Geography* is equally impressive in its coverage although, of course, it is for only part of the GCSE course. This book, like many others, breaks its subject matter down into its highlighted points, tables etc. This approach is entirely understandable, but when the author allowed himself (or is it herself?) to break into making prose it was very readable indeed. Another good feature was the way the industry section treated the way of life as legitimate in the night and not simply as what happens when manufacturing industry has left. The syllabus is a constraint, but not geographers spend too long looking at where shipbuilding was rather than where corporate finance is. Do we need more yuppie authors?

Two books from the *Understanding Geography* five-book course do not, at first glance, paint a good picture of the series as a whole. *People at Work* and *Life of Britain* both suffer from being dull histories on a even duller cover. The books are very practical, the text and diagrams supplement one another well and the exercises are worthwhile and frequently complete well. However, if, to return to the main comparison with buying a car, you want good little runners with no frills extras, then you'll have to go a little way, giv, to beat these for value.

## Local colour

**Investigating Series: Local Street and Shops.** By Kerry Clear. 0 560 265201 1. **Places of Worship.** By C. B. G. 0 560 265202 8. **Roads.** By C. B. G. 0 560 265203 5. **Railways.** By John C. 0 560 265204 2. **Arnold-Wheaton £1.75 each.**

This attractive series is aimed at pupils from 8 to 12 years of age and, although it includes geographical elements and approaches, the series appears to be best suited to all-round environmental work.

Each booklet consists of a text with double-page spreads of clear, particular topics such as street names; local street traffic; people; paths; street furniture; shops and shops; shop location; shop design; and the layout of the street. The layout is direct, simple and effective, though some of the photographs are poorly reproduced. There are activity sections and good examples given by maps and diagrams. The whole, the vocabulary is suitable for the age group though there are some passages of complexity, particularly in *Places of Worship*.

Each booklet has an end section which gives notes for the teacher and further advice on how to use the material in the booklet. Consideration is given to the development of skills, concepts, attitudes and values. There are many useful real examples given and encouragement is provided for fieldwork in your own area. Especially interesting are the railway station comparisons for York in the past and today; local rail routes; and accident blackspots; paths; shop names.

Bryan Wall

## BOOKS

## Cook books

Jennifer Breen on two opposing versions of Australia's past

**The Road to Botany Bay: An Essay in Spatial History.** By Paul Carter. Faber and Faber £14.95. 0 571 14551 5. **Australia 1788-1988: The Creation of a Nation.** By Charles Wilson. Weldonfeld and Nicolson £16.95. 0 297 79227 7.

Is it true that history consists of different kinds of "stories" written from various open or hidden ideological standpoints? To *The Road to Botany Bay*, an account of Australia's early settlement, Paul Carter has re-explained explorers' narratives about their mapping of Australia, as well as settlers' memoirs concerning their appropriation of land. In focusing on such tales, he re-analyzes Australian history as it was more or less handed down to schoolchildren and casual readers from the point-of-view of settlers and explorers. He begins by examining Cook's journeys along the east coast and dwells on Cook's reasons for his changing the name of Singray Harbour (for those who have sworn there this name would still seem appropriate today) to Botany Bay. This re-reading continues with inland exploration by men such as Sturt, Eyre, Mitchell, and others. Carter thus shows how navigators, explorers, and settlers mapped, negotiated, and cleared - both metaphorically and actually - spaces for themselves. In this so-called spatial history, Carter is intent in pointing out the lacunae in imperial tales and blog-

raphical stories about the settlement, or occupation, or invasion, depending on your point-of-view, of Australia. But he does more than deconstruct the logic of imperial history: he attempts also to place the displaced, the "other" - in this case, the male aborigine - whom he shows acted for the Europeans as guides and labourers. Apparently Australia had no Mary Kingsley nor Isabella Bird. Nevertheless, Carter has managed to resurrect the memoirs of at least one woman, Mrs Bosny Bay, an account of Australia's early settlement, Paul Carter has re-explained explorers' narratives about their mapping of Australia, as well as settlers' memoirs concerning their appropriation of land. In focusing on such tales, he re-analyzes Australian history as it was more or less handed down to schoolchildren and casual readers from the point-of-view of settlers and explorers. He begins by examining Cook's journeys along the east coast and dwells on Cook's reasons for his changing the name of Singray Harbour (for those who have sworn there this name would still seem appropriate today) to Botany Bay. This re-reading continues with inland exploration by men such as Sturt, Eyre, Mitchell, and others. Carter thus shows how navigators, explorers, and settlers mapped, negotiated, and cleared - both metaphorically and actually - spaces for themselves. In this so-called spatial history, Carter is intent in pointing out the lacunae in imperial tales and blog-

But what of those for whom Australia was already a home? In 1837, according to Wilson's account of the report of a Select Committee of the House of Commons, aboriginal tribes were at that time seen to form "probably the least-instructed portion of the human race in all the arts of social life... and so destructive are they even of the modest forms of civil polity, that their claims, whether as sovereigns or proprietors of the soil, have been utterly disregarded". The aborigines, however, can only be said to have been "disregarded" in European "arts of social life". Moreover, if we look at the track record of Europeans in the arts of social living, especially this century, we might agree that we would have been better off had we allowed ourselves to learn from the "uninstructed" aborigines about matters such as natural ecology, warfare, and so on. And, not surprisingly, those of aboriginal descent in Australia are on the whole not celebrating the 1988 bicentenary.



Settler's settlement in New South Wales, 1863

Wilson's history nevertheless competently takes us from early imperial beginnings until the present day, covering the arts and sport as well as politics and the economy. Yet, as Carter's work implicitly reveals, how can a 20th-century history which is imbued with the ideology of imperialism at the same time embrace the concerns of those who have been displaced - which is the least that can be said of the aboriginal tribes - by that ideology?

These two historical works are on opposite sides of the current debate in which theorists from many other disciplines such as philosophy and literary criticism are also engaged: post-structuralism as opposed to the traditional methods of analysis. Carter's method of deconstruction - filling in the gaps left by imperial history - presents, *inter alia*, new insights into the role of the "other" between 1788-1988. On the other hand, Wilson's assured traditional mixture of facts about major events allied with perceptive judgements gives away what the current state of play is between those in power and those who have none.

## Picture this

**The Obsession of Andrei Tarkovsky.** By Mark Le Fanu. Faber and Faber £12.95. 0 571 14551 5. **The Films of Woody Allen.** By G. Beodazzel. Translated by Paul and Christopher Clark. Ravette £7.95. 1 85304 000 2. **My Life in Movies.** By Michael Powell. Methuen £7.95. 0 413 16510 8.

"Of course he was neurotic. Like most Russians", Mark Le Fanu's judgements are often superficial, especially on the Soviet context of Tarkovsky's work, but his book does provide a useful analysis of the films and the basis for an eventual assessment of the director. One problem in this assess-



Woody Allen and Diane Keaton in Annie Hall

ment will be that Tarkovsky was himself a prolific and highly subjective filmmaker, and his own subjective judgements, as well as his own, need to be approached critically. Le Fanu's book lacks any such rigorous critical standpoint. It gleams snippets of information and comment from all sides, makes some valid comparisons with other Soviet and European directors, but fails ultimately to put the ethical, mystical or political dimensions of the films into perspective.

Beodazzel's *Films of Woody Allen* would sit nicely on the coffee tables in a media centre cafeteria. Lovingly illustrated, comprehensive, it gives you the life, the image, the plots, the filmographies, the one-liners, the criticism and, indeed, everything you always wanted to know about Allen, but were afraid to ask. It is essential reading whenever the television or your local film theatre next runs a Woody Allen season.

"Of course," Michael Powell writes, in a possibly revealing assumption, "most men are sadists". But this part of his autobiography dates before he made the disturbing film *Peeping Tom* (1960) and reveals a pleasant, cultured man, a mine of information on British cinema ("Britain's cottage industry"), with anecdotes about virtually every one you can think of in movies up to the Forties and especially about his own work in collaboration with Emeric Pressburger. His judgements on men are indulgent, and he is candid about his relationships with women. This is much more than a book for buffs, though most movie buffs will, of course, want to read it.

Robin Buss

## A life of her own

**Travels in West Africa.** By Mary Kingsley. Abridged and introduced by Elizabeth Huxley. Dent Everyman Classics £3.95; 0 460 01387 7.

Of all the great pioneer travellers, both men and women, Mary Kingsley is possibly the most personally appealing. Unlike some explorers, she never took herself too seriously, and the humour irradiating her famous book (first published in 1897) is captivating. In its cool, deadpan modernity, suddenly released into a life of her own by

the death of parents, she survived incredible health hazards and privations on her two African expeditions, only to succumb to typhoid while nursing Boer POWs of the Cape. She was not quite 38 - but how those last seven years of her short life had gone. Elizabeth Huxley, herself a well-known writer on Africa, has skillfully excised much of the now obsolete scientific detail, concentrating on Mary's immediate experience. Her introduction is concise and sympathetic.

Martin Fagg

## Cultural straitjackets

**Lessons for Life.** Edited by Felicity Blackwell. £23.00. 0 331 14574 0. £28.50. A Ragged Schooling. By Robert Roberts. Manchester University Press £2.95. 0 7190 2433 6. **The Rise of the Modern Educational System.** Edited by Detlef K. Muller, Fritz Ringer and Brian Simon. Cambridge University Press £27.50. 0 521 33001 7. **Irish Educational Documents (vol 1).** Edited by Aine Hyland and Kenneth Milne. Church of Ireland College of Education, Mary Immaculate College, Limerick. 0 9509289 1 7.

*Lessons for Life* is about the schooling of girls and women between 1850 and 1950. Of course, it's a chronicle of discrimination, some of it well known, some if it almost incredible. Girls at school were forced to spend a large part of their time learning and practising domestic subjects. They cooked and sewed and laundered by order - and were then not allowed to count any of it towards their School Certificate.

In the Twenties a splinter group broke off from the NUT to oppose equal pay for women, the appointment of headmistresses to mixed schools, and the teaching of boys by women. The argument for the last seemed to be because "manly instincts" couldn't be "imprinted" by women. Thus was born the NAS.

Cultural norms for girls were straitjackets. Only naughty girls had boy friends. Girls' magazines in the early and mid 20th century purveyed an ideal of girlhood which was asexual, passive, innocent and ignorant. Pioneer women students at Cambridge found university above all a refuge from all these pressures. In college they could concentrate on doing what came naturally - in their case, Latin, Greek or Mathematics.

Meanwhile, at the other end of the scale, Robert Roberts was, in the words of his subtitle, growing up in the classic slum. His "ragged schooling" in Salford was got more in the streets and in his mother's general store than in school. In the shop he read and talked and acted and played with his sisters, using whatever was on the shelves or the floor to build Greek temples or Rocky Mountains. They were a remarkable family. In school there seemed to be no teachers who could provide comparable inspiration, though the inspectors were kindly and seemed to care. As a primary source for history of education it's all rather nebulous, but it's a beguiling account, and re-printed at its 1978 price of £2.95, it's a real bargain.

much more hard core primary source material, comprehensive and undigested. Volume 1 takes us from earliest times until 1922. It brings together a host of letters, reports, legislation and other official documents, and no doubt will rapidly become indispensable for researchers into Irish Educational history.

*The Rise of the Modern Educational System* seems unlikely to become indispensable to anyone, particularly at £27.50. It's a collection of articles comparing developments in English, French and German secondary education in terms of "systemisation" and "segmentation". These terms are Fritz Ringer's. He suggests that education at the end of the 19th century was rationalized and standardized. At the same time it was diverted into parallel tracks with different curricula, designed for different social classes. Although the impetus for all this partly arose from the bureaucracy involved in increasing state control, there was also pressure on educational institutions to reproduce the class society. There are some interesting descriptions, particularly of developments in English secondary education, but turgid theory keeps getting in the way of enjoying them.

Jessica Saraga

## Occupational therapy

**Offset Careers - 60 ways to avoid becoming an accountant.** By Vivien Donald. Kogan Page £3.95. 1 85091 347 1. **How to Get a Highly Paid Job in the City.** By Richard Roberts and Luke Johnson. Kogan Page £4.95. 1 85091 474 5.

There is no reason for dreamers to hibernate till Spring. Long dark evenings spent with a book about unusual jobs should stir the mind with thoughts of what one might have been: a kisserman, an embalmer or a tripe dresser.

Vivien Donald mentions all these jobs in *Offset Careers*, but unfortunately gives little sense of what working life would be like in one of these strange worlds. Would you wish to make bows for string instruments? The only way to find out is to listen to bow-

able to many teachers. For example, in discussing the covering letter that accompanies a CV they point out first that it should be short; second that any reference to group activities should be highlighted; and third that wherever possible active verbs such as launch, construct, negotiate, co-ordinate or initiate should be used. As they observe: "They all give the impression that you are proactive: instead of just having a situation thrust upon you, you are the sort of person who can take control of the situation and make it work in your favour... [This] will probably appeal to American employers".

The authors provide pen portraits of 11 different City occupations, ranging from financial journalism and P&G to insurance, Eurobond salesmen and bankers. The result is that they have also provided a short introduction to what the City does and how it operates, one which would be invaluable for teaching non-A level pupils.

Peter Parker

**Middle English**

**SHORT STORY COMPETITION**

Middle English, in conjunction with Puffin Books, is organising a short story competition open to anyone between the ages of 9-13.

Puffin Books are providing a prize for the winner and the four runners-up in each of the five categories. There will also be two school prizes for the best collection of entries from any one class:

- 5 winners (1 per category) - £50 each
- 20 runners-up (4 per category) - £10 each
- 2 school prizes - £100 each

All prizes will be in the form of Puffin books to be chosen by the winners.

The closing date for all entries is Friday, 16 January 1988.

All entries should be sent to: Middle English Short Story Competition, Thames Television PLC, 149 Tottenham Court Road, LONDON W1P 9LL.

For further information call: (01) 387 9494 ext 5815



## ARTS

Education Supplement



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## RESOURCES

Only a year after its formation was announced, the Open College was launched on September 21. A variety of teaching packs, some linked with optional television programmes, were put on offer. Most are aimed at re-skilling the workforce; a few are for personal use. Some

were made specially for the Open College, while a greater number have been bought in from other open learning producers.

Below TES reviewers look at the first specially commissioned packs

## Open verdict

**The Effective Learner: A Guide for People Studying** (Course No. C0034). Workbook, poster, booklet of blank weekly timetables for planning study sessions, assignments for marking by tutor and computer, and audiotape. Cambridge Training and Development Ltd. £9.95 (plus £35 for optional tutor support), £5 discount voucher towards any other OC course included. Study time: 30 hours. Optional broadcasts: *In The Know*, BBC1 Sundays 6.20pm from January 3.

This pack is aimed at "people learning in a wide range of topics, from traditional studying in O and A levels, through to other Open College courses".

The pack advises users to begin with the audiotape and this may be the most helpful element in the materials. It consists of extracts from interviews with several adult learners who are talking about their experience of open learning. Their remarks raise a variety of important and relevant issues, including the role and nature of personal goals, managing one's time, getting help from other people, the importance of feedback, overcoming setbacks and feelings of inadequacy; and the enjoyment of successfully reaching one's goals. No-one suggests open learning is easy, but the overall tone is positive and encouraging. Unfortunately,

none of the tape interviews are referred to again in the workbook. Nor are any exercises included to give the user practice in learning from audiotape—a really surprising missed opportunity, since one side of the tape has been left entirely blank.

In fact, very little is said about the special learning situations in which open learners may find themselves and the problems they may face. The only learning method discussed is reading, although users are encouraged to talk about the course with other people. (Learning from television, supposedly intended to enhance Open College courses, gets no more than a passing mention.) Equally surprising is the lack of material about essay-writing, except (very briefly) in the section on "passing tests and exams". I may have overlooked references here and there, but since the workbook has no index—another amazing omission in a book on study techniques—it is difficult to track down individual topics.

Of the workbook's 146 pages, 30 are devoted to memorizing—in line with the pack's conception that "in many ways, learning is really about storing information away in your memory" and understanding is "the process you must go through in order to learn and so remember something". (One of the two tutor-marked assignments is also devoted to the subject of memorizing.) Study techniques get 27 pages and examination passing gets 41—both sections offering much sensible and usable advice. The introductory 46



pages of text contain a number of helpful ideas about setting goals, feedback and getting organized—along with rather more material on such issues as Maslow's Hierarchy of Needs and the distinction between short-term and long-term memory than I can imagine most students either seeing the need for or being able to put to any practical use.

There is no indication that the 30-hour pack has been developmentally tested by being tried out on typical learners, and I would not care to guess how real students might rate it. But they would do well to weigh the amount of help they might get from it against the available more quickly from a wide range of existing paperbacks.

**Derek Rowntree**

Derek Rowntree is Professor of Educational Development at the Open University.

**Reaching Agreement** (Course No. C0010)

Workbook, Videocassette of material broadcast on Channel 4, assignment booklet, multiple-choice, proforma. Study time: 30 hours. £195.00. Macmillan Education Ltd.

A course in personal negotiating skills with the title *Reaching Agreement* has a poignant attraction for an erstwhile long-term member of the Burnham Committee. This particular learning package can be used simply as a training aid for its own sake, or, with tutor support at extra charge, can form part of a BTEC qualification course.

The materials are housed in a good quality plastic box-file. An "Assignment booklet" sets out the steps to be followed: "explain the choice offered between two pro-formas and the alternative of a computerized response. Packages of pro-formas are supplied for both modes of study, and involve the return of answers to multiple-choice questions arising from the course work. The use of computer response in such distance learning (either through the post or through interactive video) greatly enlarges the scope for training. Material can be repeated at will and the computer will neither tire nor work to time.

The pack's success may well depend upon the skills needed to use multiple-choice questions which produce unambiguous and illuminating responses from the student. By the same token, a great deal depends on the quality of the teaching materials upon which the student depends. The clear and consistent messages in this course is the need for clarity in communication. A first impression of both video and

book provokes a temptation to regard the examples as humely and the advice as over-simplistic. This temptation will be firmly set aside by anybody with even slight experience of interview panels, negotiating bodies, grievance hearings and their off-spring, industrial tribunals.

The sad fact, well illustrated in the course is that most of the problems which cost so much in good-will, time and money have their origins in failure to communicate the simplest of messages by people who should know better. The authors of the workbook are to be congratulated on their presentation of an orderly check-list of "Do's" and "Don'ts" for both sides of the negotiating table, supported by pertinent questions and pithy illustrations.

The video presentations are excellent and press home the messages "Learn to Listen", "Be Succinct". The contribution from Steven White of Scotwork with role-play negotiating is particularly apposite, and supported by a penetrating analysis.

The job interview scene is very well observed, right down to the last hurdle which confronts the applicant at the end of the interview. "Have you any questions to ask us?" This is an invitation to disaster and should always be parried by an expression of thanks to the panel for being so helpful or informative that questions have been rendered quite needless. A welcome moment of humour in the film serves not only to reinforce the need for clarity of expression but also reflects upon the techniques demanded for this type of learning method. "Where are elephants usually found?" is offered as an example of a potentially misleading question, which attracts the answer, "Because of their large size, they are not usually lost".

These materials are a brave start in a most interesting venture. Their success as a teaching medium may well rest upon the skills in setting the multiple-choice questions which computerized supervision demands.

**Philip Merridale**

Mr Philip Merridale is Conservative spokesman on the Association of County Councils education committee.



The Open College

Further information is available from The Open College, Friarpost, PO Box 35, Abingdon OX14 3BR (tel. 0235 354444), or The Open College, In Scotland, Corunna House, 29 Cadder Lane, Glasgow G2 7LF (tel. 041 248 3492).

**Women—The Way Ahead** (Course No. C0099)

Video-cassette, audiotape, workbook, paperback entitled *Women Working It Out*, £35. Optional broadcasts went out Mondays on Channel 4. Study time: 30 hours. Jane Chapman and Peggy Heimling. Chapman-Clarke Productions Ltd.

Targeted at "women who are looking for a change in their lives", this course aims to increase confidence, skills and talents, and "to provide practical guidance to women looking to return to work, gain new skills or take on further learning". There is, however, a fundamental contradiction in trying to achieve these aims by means of a

distance learning project and it is a problem which, in the end, the package fails to solve. The pack differs from other distance learning schemes in that the object of study in this case is the learner herself: her personality, skills, strengths, weaknesses, plans, options, restrictions and so on. The usual distance learning problems of motivation, confidence, isolation and adequate support therefore become particularly acute.

More important still, the whole point of the kind of self-assessment life-planning material contained in the course is to encourage women out of the isolation of the home to work together on such exercises in mutually supportive groups with an experienced tutor. This sharing of experiences, the shared realization that the personal is indeed political, is a crucial first step for women in building their confidence and developing realistic strategies for planning their lives. The solitary learner confronted in Unit 1 with critical questions such as "What lessons can you learn from looking at your life?" is likely to be thoroughly demoralized.

The authors are aware of this problem and attempt compensations. They refer to Job Clubs and Return-to-Work groups, and suggest that if she does not have an Open College tutor, the learner should find herself a "mentor" (defined differently in paperback and workbook) whom she is frequently advised to consult. The problem here is not only that most women would have great difficulty in finding a suitable mentor, but that a well-meaning, untrained or inexperienced mentor could cause considerable harm.

The video and audio cassettes are designed to provide moral support in the form of case studies, examples of "real people" have tackled problems of lack of confidence, juggling family and work commitments, and opposition from "bolshevik" male tutors in Skillcentres. Employers would do well to take note of some of the suggested solutions, such as job-sharing, workplace nurseries and related schemes. With what relief the solitary learner must hear comments such as "childcare was a nightmare" or "I never have thought myself capable of" or "I felt like a person again". The video is encouraging, morbidly not London-based, and shows a number of women (middle-class, working-class and black) succeeding in a range of courses and jobs, including non-traditional employment.

The learner who is not daunted by Unit 1 will find useful exercises in Units 2-5, although the range of tasks that she will need in order to cope with these tasks should not be underestimated (to say nothing of telephone bills and bus fares). There are some practical suggestions about time management, costing the alternatives of home, job search, how to write a CV (several well-presented examples), and a speculative letter (employers' comments are included in an appendix).

Finally, the price of £35 together with the relatively high level of skills assumed in most of the exercises suggests that the package is intended for a middle-class market. It is hardly for unemployed women, working class women, women on supplementary benefit, or single mothers (arguably those who might most be able to afford such a course) working with "afford it". Tutors, groups of unemployed adults will find some good, if not the material, would make a useful addition to college and public libraries and resource centres. For the solitary learner, however, it is unfortunately not "the way ahead".

**Beverly Sand**

Beverly Sand is deputy head of general studies at Wulfrun College, Walsley, Education in Wolverhampton.

## MEDIA



1987 has marked the 30th anniversary of BBC and ITV schools broadcasting and in *The TES* the heads of both services described how they saw the development of their respective provision for schools. On Tuesday night it was the turn of the Royal Television Society to pay tribute with this year's Educational Television awards. The awards are given annually to "the programmes which have made an outstanding contribution to the educational use of the broadcasting medium". There is a primary and a secondary category, and the BBC and ITV are invited to submit two programmes to each.

The winners of the primary section are producer Graham Sellers and director John Prowse, for Central Television's language development programme, *Talk, Write and Read: "In the Playground"* (left). The programme enables seven to nine-year-olds to look at this familiar environment through the eyes of other children and adults in a collage of images and comments, poems, artwork and



song. According to the judges, "This work will undoubtedly act as a stimulus to viewers to create their own records, give their own interpretations and express their own feelings in similar ways."

The prize for the secondary category goes to BBC producer Chris Ellis, for the *English File* episode on "Poetry, Pain and Pleasure" (right). The programme is aimed at adolescent school children and focuses on the 1986 winner of the Young Observer Poetry competition. It looks through her eyes at the writing process and the poem. Through an interweaving of comment, dramatization and selected portions, layers of the poem are gradually revealed like the peeling of an onion skin, but the poem and its setting are reserved for the end of the programme. In the view of the judges, the producer succeeds "quite remarkably". "We are allowed to become involved in the dramatization and the poem works powerfully. The product is therefore shown transcending the process".

## Fantasy

**SCHOOL RADIO**  
Science Problem Solving: The Mulgravian Crown Jewel Robbery  
Six 10-minute episodes  
Radio 4 VHF, December 3.

The six episodes of *The Mulgravian Crown Jewel Robbery* are based on the work of a Kent group of teachers working for the second year of the primary school. The programme is a series of fantasy games and books for teenagers. These programmes represent an effective way of teaching children about a non-fantasy world through problem-solving science activities.

The plot and the problems arising from it are based on the fact that a group of young scientists loyal to the future king of Mulgravia steal and hide the crown before the impending

coronation of an imposter. The story is crazy, impracticable and now and then quite funny. The science problems are varied and superficially attractive but sometimes truly puzzling.

The *Science Problem Solving* handbook introduces each problem and lists the pupils skills that will be required. There is a note to the laboratory technician about resources required and a useful Cue Card with hints for children who have difficulty coming to grips with the problems. Two further pages can be photocopied for pupils, one containing background information, the other defining the problem more clearly.

Problem solving, while being extremely valuable in educational terms, is a risky business. If solving a problem is merely a case of guessing what the teacher has in mind, then not only does it lose its value but some children in a mixed ability class are going to fail in their task. I suspect this is what will happen with a number of the Mulgravian problems. Lifting the crown from its plinth can only require a magnet and fishing rod. The comparison of a before and after picture leaves little to the imagination. The analysis of the dyed cloth in the final episode can only be solved by use of a chromatogram. One sometimes wonders how much problem solving will be going on.

Some of the tasks presented have potential in the hands of experienced and imaginative teachers. Getting the crown from the castle walls across the moat is a task which could be a useful problem if it were not for certain contradictory information. It is too far to throw the crown and yet a parachute is suggested. The action must take place quickly or the guards will see, and yet a pulley system is provided for.

The use of fantasy through the medium of radio is an excellent way to include problem solving in the curriculum. *The Mulgravian Crown Jewel Robbery* is a brave opening shot in a field ready for exploration.

**Robert Johnsey**

**BBC EDUCATION**  
What are you doing on the evening of Monday 7th December?

Why not stay up until early on Tuesday 8th December, and on RADIO 4 VHF/FM at half past midnight (00.30) listen to:

**TEACHERS TALK SPECIAL**  
THE NEW NATIONAL CURRICULUM

When GRAHAM TAYLOR talks to ANGELA RUMBOLD-DEB, DES: SIR WILFRED COCKROFT, SIO: JOHN SELLARS, EYEC: Headmaster MIKE PUGH, Personnel Manager ALLAN AINSWORTH and the R.C. Bishop of Salford, PATRICK KELLY, about their views on this major controversial educational innovation.

Or, if you prefer, record it with your time-switch. Or, if you fail to record it, ring the producer.

GRAHAM TAYLOR 01-927 4427 for information on how to obtain a cassette.



## Boo to a budgie

**CONTINUING EDUCATION**  
Assert Yourself  
Channel 4, Fridays, 11.20pm. From November 27.

Those of us who have problems in saying boo to a budgie, let alone a goose, could gain much in the way of courage and confidence from *Assert Yourself*, a new series of four programmes on assertiveness training (AT) from Channel 4. Long considered the exclusive property of a feminist camp, AT is here presented as a means to enhancement of self-image open to all, regardless of age, sex and income. And the case for the technique is made with such sincerity and good humour that only those resolutely unwilling to be convinced will remain so at the end.

Last Friday's programme introduced us to the small group of women hitlites to AT who provide the main focus for the series (though it was made very plain that men, too, can benefit from similar sessions). From time to time short sketches were used to illustrate the principles being dis-

cussed and, fittingly enough, the whole enterprise was fronted by Andrew Sachs—probably better known as Manuel, former pummbag to John Cleese in *Fawlty Towers*.

If, at first sight, the women's group appeared merely an excuse for yet more Channel 4 navel gazing, events soon proved otherwise. Under the guidance of the restrained but effective Anne Dijkster, participants learned that increased assertiveness means not only a reduction in timidity but, for aggression, too. The message—a sound one—was this: a reasonable, considered approach to any situation invariably brings more positive results than a red face and a sharp tongue.

Even so, Episode 1 gave hints that, for some, the line between assertiveness and sheer obstinacy might become rather blurred. This was especially so in the case of a mother-to-be who voiced her determination to experience natural childbirth by rehearsing objections to what seemed quite reasonable arguments in favour of an episiotomy. There was more than a suspicion of handwringing bloody-mindedness here. Rather, more

appealing was the sheer joy of another woman who had, after many years, managed to negotiate a loan on her own terms: "It was the first time I've ever done anything like that. It was great," she exulted; and it was quite impossible not to want to share her triumph.

When, later in the series, recollections of a particularly wounding insult cause the same woman to break down in tears, it becomes obvious that many of the group feel the pressing need to learn how to defend themselves against some astonishingly arrogant males. And if there are other (invariably male-linked) fearful interludes, there is never any gratuitous emotionalizing. Clearly, many of those involved consider themselves—with every good reason, judging by their stories—to be disadvantaged in these exchanges by virtue of both sex and temperament. And, just as clearly, the sessions do have a marvellously therapeutic, as well as educational, effect.

For women, that is. While we are told of the benefits of AT for both sexes, we seldom see men in any of the groups under observation. Instead, brief (and rather over-optimistic) sketches point out notional male gains. For many viewers, this comparative dearth of male interviewees will simply confirm the widespread view that AT is aimed mainly at women. Even more important, perhaps, the issue of male perception of women's assertiveness receives only superficial treatment. Genuinely assertive women are, with depressing regularity, labelled both malicious and aggressive by men anxious to defend themselves against challenge—a shabby, but often very effective, ploy. A longer look at this crucial point would have made this hopeful, helpful series yet more impressive.

**Laurence Alster**

## OFF AIR

It was built in the USA in 1969, it prompted a rebirth of the children's TV puppet, it is watched by around 12 million children in over 70 countries in 10 different languages, plus the 14 million who watch it in the States. *Sesame Street*, the programme that proved to the USA that watching television could be good for you, is back on Channel 4, Mondays to Fridays at 1pm, filling in while Open College goes on holiday.

This series is to feature mega stars including jazz trumpeter Wynton Marsalis, Itzhak Perlman accompanying the Street's own singing star, Plácido Domingo (in-joke for pre-school opera buffs), cellist Jo Jo Ma and the Four Tops. *Sesame Street*'s latest educational triumph—*Hebrew Street*, the Israeli version—is being used on video tape in the USA, to teach Americans Hebrew.

End applause. Didn't Rosemary Shepherd tell "Off Air" that as new commissioning editor for Channel 4 children's programmes, she was going to provide a fresh-looking schedule in the alternative image of the channel's



mainstream output? C4 explains that *Sesame Street* was bought well before Ms Shepherd's appointment. Would she have bought the 95 hours (yes, 95 hours) of the Street, given a choice? Ms Shepherd won't be drawn, but describes the massive purchase as "helping to fill the transitional phase".

How WILL James (now Lord) Callaghan react in the Lords to the GERRILL? After all, he started the process which had led up to it when he initiated the Great Debate on education in his Etonian College speech of 1976. There is a chance to find out what Lord Callaghan thinks of Mr Baker's roddent when *Education Matters* (BBC Radio 4, VHF, Sunday 4.30pm) broadcasts a pre-recorded interview conducted by Professor Ted Wrang.

Lord Callaghan sounds as if he's apolling for a fight. Wrang points out Baker's good track record in getting controversial bills like the privatization of British Telecom through Parliament. Lord Callaghan remains undaunted: "It is not about selling off a lot of shares to shareholders who want to make a quick profit. If he really thinks the Education Bill is like the British Telecom privatization bill, he doesn't understand how some of us care about the future of our children. I think he'll have a lot of trouble. Certainly if I thought that was to be the basic attitude, I might be inspired to speak myself."

Who says these pages aren't influential? When John Mann, London borough of Harrow's director of education, reviewed *Teachers Talk* (BBC School Radio, Thursday 11am), he said that Graham Taylor's five-minute interviews with Angela Rumbold, Sir Wilfred Cockcroft or of were fine if taped and listened to as a whole but weren't well placed for teacher listening at 11am. Graham Taylor—not only humble interviewer, but in real life executive producer at School Radio—has leapt into his furry godparent costume to announce that *School Radio* will broadcast a *Teachers Talk* special, including all the material in the term's output. This can be heard, or recorded, late-night Monday at 00.30am, December 7. Next term's five-minute interviews will have teachers and experts talking about GCSE.

**Nick Baker**

## THE TIMES My father and me

One hundred years after *A Study in Scarlet* was published, Sir Arthur Conan Doyle's daughter talks next week to *The Times* about the legacy left by the creator of Sherlock Holmes

...and regularly in *The Times*. Bernard Levin on the way we live now; David Miller on sport; John Clare on education; Jane MacQuitty on wine; Peter Ackroyd on books; Barbara Amiel's viewpoint; Philip Howard on words, the humour of Mel Calman and Barry Fantoul; John Higgins at the opera; David Sinclair on rock, the unique *Times* crossword... and much more

THE TIMES

A lion among paper tigers (25p)



### Index to Appointments vacant, Wanted and other classifications

to the DES emphasizing the strength of geography in any national curriculum worthy of the name.

These opinion-shaping efforts were rewarded when the Secretary of Education delivered an address to the association in June 1985 in which Sir Keith Jenkins recognized the contribution geography could make to a broad cultural education and entrepreneurship. In the same address, on the hand of the HMI's with subject responsibilities within the DES, they had not been inactive: in part, *The Teaching of Ideas in Geography* (1978), discussed and demonstrated the way in which concepts and generalizations could be used as the basis for a coherent and intellectually stimulating subject programme. It provided a means whereby geography at the secondary level could convey information without the unnecessary information clutter of both syllabus planning and classroom strategies which *Schools* (1985) stated was alien to the curriculum across the whole curriculum and contributed nothing to the curriculum purpose of learning. And



EXTRA

## Chartists

OS Mapart. By Simon Catling. Collins Longman £2.95. 0 003612249 (Longman). 0 58200831 (Collins) Map Skills. By Brian Turk. University Tutorial Press £3.75. 07321 08315

Collins-Longman continue in their tradition of producing high quality, attractive and reliable atlases and mapwork books with this excellent publication. The 40 pages lead the student from an initial introduction to the relationships between reality, maps and photographs, to a fairly detailed analysis of map design and content. The student who works through this book will certainly be able to use an Ordnance Survey map (or any other map) with confidence.

The material provides instructions on how the maps to be used, both as a store for and a resource of spatial information, and the reader is also shown how to become familiar with the effects of scale change, and how to analyse the relationship between particular phenomena through the interpretation of representative symbols.

Map Skills is very different. Although it begins with an introduction to the maps of the Ordnance Survey, and stresses the importance of committing to memory the symbols associated with 1:25,000 and 1:50,000 mapping, and the need for basic skills concerning map interpretation, it soon moves on to "map design".

1. The National Curriculum 5-16, a consultative document. DES (1987)
2. The Teaching of Ideas in Geography. HMSO (1978)
3. Better Schools Cmnd 9469 HMSO (1985)
4. Geography from 5-16. Matters for Discussion no. 7 HMSO (1986)
5. Cornall, P. Address to SDC Conference, Leeds (September 1987)
6. Education in Schools Cmnd 6869 HMSO (1977)

DB Hall is Lecturer in Education, University of Bristol.

Patrick Sorrell

## Geographical Association Annual Conference 1988

## Changing places

The annual conference of the Geographical Association will be held at the Royal Geographical Society and the London School of Economics on April 6, 7 and 8, 1988.

The title of conference is "Changing Places" and the lectures, workshops and symposia will concentrate on the theme of changing environments and the challenges posed for teaching geography.

On Wednesday April 6 conference is split between the two sites. At the LSE the lectures and workshops are devoted to teaching geography at the primary level. A keynote address from Michael Storm on "Geography from 5-11" and a talk by Derek Carter entitled "Geography in the Primary School—a class teacher's view" sets the tone for a day that, with workshops on diverse themes on all aspects of geography teaching at this level, should be of enormous benefit to any primary teacher. Meanwhile at the RGS the climax to the highly successful Worldwide Quiz takes place throughout the afternoon, culminating with the joint reception for members of the Geographical Association, Institute of British Geographers and the Royal Geographical Society. In the evening the joint lecture will be delivered by Professor Immanuel Wallerstein whose work on the world economy has had such a profound impact on many geographers, historians and social scientists.

On Thursday April 7 and Friday April 8 conference is based entirely at the LSE. As usual a very extensive exhibition of books and teaching resources forms the centrepiece of the two days. Reflecting the themes suggested by the title, key lectures on the Thursday include Dr Graham Humphry's Presidential Address, Dr Steve Forttill on "The emerging geography of Mrs Thatcher's Britain" and Dr Jane Lewis on "A geography of women's employment". Among the many workshops and symposia remote sensing should once again prove attractive, while issues like environmental education and the changing nature of travel and tourism are equally relevant. An extensive exhibition of coursework will again be held following the success of last year's venture.

Lectures on Friday, April 8 include contrasting views on economic and locational change from Dr David Keeble and Professor Doran Massey and an insight into industrial change in Hungary from Dr P. Compton. Workshops and symposia pick up a variety of themes from the use of "micro" in the classroom to changes in the countryside, teaching controversial issues and the place and role of geography in the national curriculum. Once again the Schools Examination Council will help us all keep abreast of the many changes taking place in the subject in an address that is sure to be popular.

It is not possible to give more than a brief review. With a dozen male lectures and rather more workshops, seminars, conference is full of nothing else. Of course it is something else: social functions and informal exchanges of ideas, while wandering around the publishers' exhibition are central parts of the affair. It is not humbly possible to attend more than a small part of the myriad attractions but the fact that conference is free to all comers and seldom fails to stimulate is reason enough to be there.

For further information, contact, Noel Vales, Honorary Conference Officer, Department of Geography, University College School, Fognal, Hampstead, London NW3 6XH.

Using the computer in geography  
Choosing sites

CATHERINE GREEN

Fourth-year pupils at a Bromley school, have been asked to analyse how local firms choose sites for their offices – and are using a trial version of the computer program *Choosing Sites* as part of the process.

The pupils, all studying geography for GCSE, have discussed in class many of the criteria which firms apply in selecting an appropriate office site, for example the amount of space, rent and rates, and overall accessibility.

They have been asked to analyse the needs of two fictitious companies wanting to move into the area – one a firm of solicitors, the other an insurance company. Their teachers, Mark Chambers and Rob Wilson, have provided a description of each company, details and advertising literature for eight different office sites in Bromley. They have also supplied a map with all the sites marked.

After deciding which location criteria (in ranking order) are important to each company, the pupils set up location matrices to indicate how well each of the sites meets the criteria. Then, with the requirements of each company in mind, they select the most appropriate one. The next step is to enter their findings on the computer and to use the analysis option to examine the choice of sites and the ranking of alternatives.

At this stage, guidance from the teacher is vital, if pupils are to see the computer as a reference point in their decision-making, rather than as a top speed purveyor of correct answers. Questions lead the pupils to probe further. Describe how you ranked the location factors. How did you make up your mind? How did your ranking differ for the two types of firm? What other factors would be important to these firms in deciding where to go? Questions are sequenced to ensure that pupils organize, evaluate and analyse their information before and after they enter data on the computer. Learning to make decisions is an important skill, and so is the ability to revise plans on the basis of new information received.

The Bromley teachers presented their pupils with a further challenge by "announcing" that the council will be constructing a new car park near two of the sites in the study. They have asked the fourth-formers to re-evaluate their previous decisions and to justify any changes.

An important aspect of this work is the grouping of the pupils into two parallel classes – one using a network of 12 machines and the other using stand-alones. In this way the work patterns of each class can be monitored. The network class can progress rapidly through the material since there are so many machines available. However, there is a tendency to try to "out-guess" the computer. The provision of only two machines for the second class means that there is some queuing, but this approach encourages more group work.

The class using the network have appeared more positive than the other group, perhaps because it is the normal type of computer provision in that school. But both teachers feel that the most of the pupils are assimilating the important points about office location, and are enjoying using the computer.

The final version of *Choosing Sites* will be available from Longman Micro-Software, Burnt Mill, Harlow, Essex, early in 1988 and is planned as an element in the forthcoming MESO geography pack. The program will be produced for the BBC B and the IBM 4802 microcomputers.

Catherine Green is an Information Officer at the Metropolitan Education Support Unit.

EXTRA

## Geography, graphicacy and gender



Fieldwork, sometimes a source of difficulty and even danger for girls

## Time to get girl-friendly

PAT HUGHES

Considerable concern has been expressed recently about gender-related performance and attitude differences in geography, notably by the Women and Geography Study Group of the Institute of British Geographers. Several writers have shown that geography as a secondary school subject was chosen by fewer girls than boys and that girls did less well in geography examinations than boys (Larsen, 1983). In addition, between 1970 and 1983, the number of girls taking up the subject fell from 109 to 109 students training to be primary teachers: of these, eight were taking geography as their main subject and two were taking environmental studies. Figures for English and history were 23 and 18 respectively. Whether geography is taught as a separate subject or as part of a thematic topic, basic geographical concepts will be lost if so many primary teachers have steered clear of it at degree level.

Several suggestions have been put forward to explain why girls are opting out and it might be useful for teachers, both primary and secondary, to be aware of some of these so that they are able to gear their teaching to accommodate additional learning variables.

More recently Angele Rumbold has been quoted as asking that girls should be challenged to make a more positive contribution, seeing themselves as problem-solvers, not problem-makers. She suggested that schools have an important part to play in helping break down barriers which prevent women from reaching their full potential. A sentiment most teachers would agree with, and one which this article intends to address in relation to geography teaching.

To look to *Geography from 5 to 16*, HMI do ask teachers to ensure through careful monitoring and sensitive intervention, that both sexes benefit from participation in appropriate activities. In some secondary schools, much effort has gone into monitoring science, maths and technology courses, and by encouraging girls to take-up science and maths options, the national figures have improved. Perhaps it is now time for similar action to be taken in relation to geography. SDC's *Genderwatch* provides a useful self-assessment schedule for teachers in both primary and secondary schools.

Girls' under-participation and under-achievement in geography probably starts much earlier than secondary school. As long ago as 1967, Douglas noted that by the start of the secondary school girls had fallen behind and seemed less able to grasp basic geographical relationships when compared with boys of the same age. This might explain their apparent reluctance to study it later.

Last April's Geography Extra reflected this absence of women quite well, with the majority of articles written by men and the advertising space indicating that the majority of geography texts have male authors. The exceptions, interestingly enough,

were mainly concerned with texts for primary schools. This male dominance is also present in journals such as *Geography and Teaching Geography*. The under-participation of girls in geography may easily have a knock-on effect, with the majority of primary teachers being women and therefore having a limited geographical experience themselves. For example, last year's *Geography Extra* had 109 students training to be primary teachers: of these, eight were taking geography as their main subject and two were taking environmental studies. Figures for English and history were 23 and 18 respectively. Whether geography is taught as a separate subject or as part of a thematic topic, basic geographical concepts will be lost if so many primary teachers have steered clear of it at degree level.

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## 1. Environmental knowledge

There does not appear to be any biological reason for the apparent differences in geographical performance and attitude, so it seems likely that performance and attitude differences are due to social and cultural factors and, particularly in geography, parental attitudes to child rearing. The Newsoms (1977) found that carers of seven-year-old boys encouraged their sons in outdoor activities, whereas seven-year-old daughters tended to spend more time indoors. They suggested the reason for this was parental fears over the dangers for girls outside the home.

Matthews (1986) studied a group of children between the ages of six and 11 and found that from eight onwards, boys travelled further from home and this appeared to influence the quantity of their environmental knowledge. The more of their environment they experienced, the more they were able to make sense of it in terms of environmental artefacts. He found that this appeared to result in boys showing a greater ability to represent space in terms of mapping skills. Matthews suggested that by the time girls have finished primary school, they are less inclined to succeed in geography because they already show less environmental capability than boys. The present emphasis on map work and mapping skills perpetuates the advantages enjoyed by boys.

## 2. Curriculum Content

In 1984 an ILEA geography working party evaluated over 40 geography texts, both primary and secondary.

They found that almost without exception all the books displayed a degree of sexist bias in both content and language. Much human geography has been the geography of men: both illustrations and content have either ignored or under-represented women. This matters if we want girls to feel that geography is for and about them; girl-friendly geography! On an optimistic note, the ILEA working party suggested that the language in more recent texts was less "sex specific".

## 3. Fieldwork and Clothing

Another source of difficulty for many girls is fieldwork. This can be extremely dangerous for girls, a friend of mine was raped recently while doing fieldwork, on a well frequented beach in broad daylight. Now she has to make sure she is accompanied whenever she does fieldwork. Clothing is another problem. Traditionally, girls are expected to wear clothing which is far from suitable for fieldwork, or even a casual environmental walk round the uncultured areas of the school playing field. Wearing a skirt involves a continual struggle to avoid showing underclothing. Just look at the way even infant girls quickly learn to adjust their skirts whenever they're asked to sit down on the floor, or if they're running around a playground. Children soon learn that showing your knickers is rude! Shoes are another source of difficulty; again, have a glance at the type of footwear even very young girls wear. The ancient Chinese practice of footbinding is regarded by us with incomprehension, yet the sandals and small heeled shoes worn by many six-year-old girls can have a similar effect.

Even planned fieldwork has its problems when it involves girls wearing clothing which is perhaps unfamiliar: trousers, heavy boots etc and getting involved in "unfeminine" activities like getting dirty and climbing fences. Like science this may lead them to feel that geography is not a subject for them.

Pointing at the ways in which girls can be "socialized" out of geography is easy, but suggesting methods of counteracting these tendencies is much harder. However, if teachers are aware of the possible differences in environmental experience within their class and adapt their teaching strategies accordingly they are at least one step ahead. Curriculum content is even harder to deal with. It is difficult to give examples of the lives of girls and women where little or no information exists, but it is always worth noting their absence, and questioning assumptions made about living styles which differ from pupils' own.

Pat Hughes is a Senior Lecturer training primary teachers at Liverpool Institute of Higher Education.



Girls must be encouraged to feel that geography is for and about them.

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EXTRA

## Scotland: a radically realistic suggestion

# Standard size

COLIN BOYLE

August 1988! In that month, in that year, it eventually happens. Standard Grade Geography at last makes its belated appearance and geographers will finally be able to plunge back into the educational mainstream.

Or will they? Because for the last few weeks, principal teachers of geography up and down the country have been meeting to discuss the Report on Standard Grade geography which will form the basis of developments in 1989 and beyond. And early indications are that not all principals are happy with their lot.

Criticism is as varied and many as the members meeting, and range over questions of financing, staff training, secondment for development work, resources, class sizes and time con-

straints, as well as on details of some of the proposals within the Report.

It is therefore with carefully considered hindsight and an equally guarded projective view of the proposals that I might argue a very strong case for prepping positively and radically to ensure that a real, lasting success might follow on the heels of introduction. And the most radical suggestion concerns class sizes.

Geography teaching has changed beyond recognition in the last decade. Many developments in methodology and teaching strategy have seen a move away from the role of teacher as purveyor of knowledge to the teacher

as manager of resources, particularly in S1/S2. And the most obvious consequence of such a methodological pressure towards introducing individualized learning. This naturally has its basis in teacher education followed by guidance in a variety of related tasks. After that, anything goes.

Therefore, in geography classes across the country, there are few inspectors or advisers who would balk at the sight of pupils working individually on worksheets; sitting with eyes fixed on diastar group viewers while wired up to listening posts (with a fervent hope that no-one starts playing mypothes); manhandling their micros which are loaded with user-friendly programs; or even conducting a few practical experiments, ranging

from the construction of river valley models (where the water invariably ends up on the floor) or even trying to see if that chemical "stuff" really does ignite like a volcano.

But don't be misled by this description of the modern day geography class. In as many cases as not it can become an auditory nightmare, especially when there are 25 or 30 pupils milling around at different times, the situation being exacerbated in a room like my own where steel legs scrape and clang on concrete floors.

So one answer would seem to be to reduce class sizes to a realistic grouping of 18 to 20 for practical work allied to individualized learning. It really is to be encouraged and expanded. Especially where the 25 to 30 S1/S2 pupils eventually become 25 to 30 bigger, uglier, hairier and physically more intimidating S3/S4 pupils. Well, need this be the teaching approach with Standard Grade geography?

"Growing awareness of the advantages of resource-based, pupil-centred learning should encourage departments to reappraise the teaching approaches used. To enable group and individualized learning to take place, much can be done by rearranging classroom layout and resources." Paragraph 5/25 of the Report clearly states the desired teaching approach, but makes no mention of how this can be done with a full class of rather large fourth years in a small room.

Yet the Report says earlier, in paragraph 4/22 that "... the quality of learning experience is of prime importance in the development of skills and understanding of concepts and key ideas". An argument for reduced class sizes?

And what of the "practical" or "investigative" element of the new course, an element which is to be "... integrated into the course" (paragraph 4/23) and assessed in its own right? It is stated quite clearly in the same paragraph that it is important that pupils are given a "... progressive

training in developing investigative skills and are offered opportunities to demonstrate their levels of attainment in the skills involved in practical work". Are not practical class sizes needed to do this, especially if the recommended one-third course time allocated to investigation is implemented?

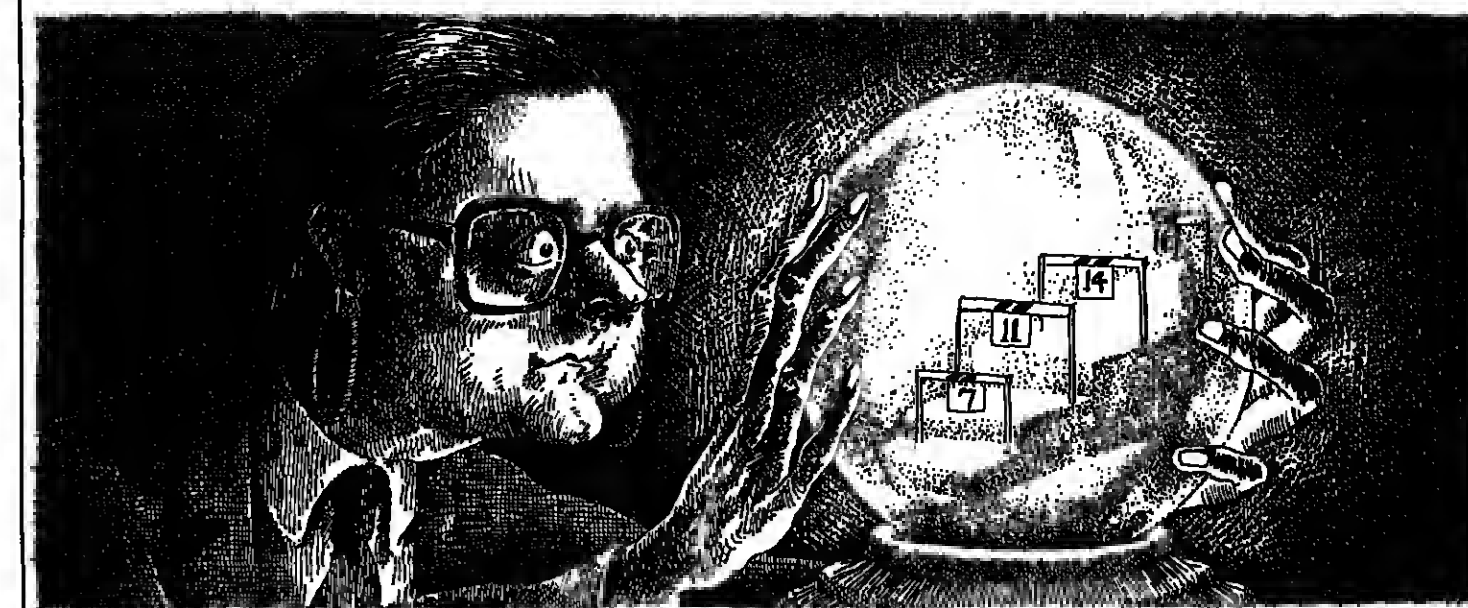
The suggested internal assessment procedures, too, allow one to think of these in action in, for example, science classes. "Pupils' progress requires to be monitored and recorded during the course. Simple grids can be constructed for easy completion..." (paragraph 5/1/3). Idyllic visions of science teachers perambulating around a spacious lab, cursorily glancing over the shoulder of an absorbed pupil before ticking the appropriate box on an assessment grid?

Undeniably, geography has become more pupil-centred and practical input has increased. Changes in S1/S2 provide irrefutable evidence of this. The proposals of the Standard Grade Report mirror and underscore these changes. The Higher Practical Exercise, which some say should be done largely in class, has been with us for a decade or so and the same voice and very unofficial mutterings regarding the future Higher course revolve largely around a major reduction in content and a balancing swing towards a skill-based (and therefore individualized) approach.

These are real worries facing geography teachers today and they look for realistic replies to their queries. When asked what should be done with one half of a class the other half was being removed to some type of investigative work outside the classroom, one of the authors of the Report suggested a teacher should be "found" to cover the group.

Unrealistic and unhelpful. Now, if the class had been smaller in the first place... ? Colin Boyle is Head of Geography in a Strathclyde comprehensive

# Governors & Governing



## RIGHT FIRST TIME?

Peter Dines argues that assessment as quality control demands fundamental changes in response

St Paul wrote "now we see through a glass, dimly", or, as one Chinese proverb wisely has it, "Prediction is always fraught but prediction about the future doubly so". Despite these truths, we must look into the future and try to see how the important matter of assessing is going to appear in the years to come. I suppose if there is one task above all for school governors, and the headteacher for that matter, it is to plan several years ahead. A key question for them must be: what should we be doing for this school five years from now?

The day-to-day running of the school should ideally be left to someone else. What then is going to happen to assessment in that sort of time span? A prior question must be assessment of what? I will confine myself to assessment of pupils, although we shall see that there are inevitable repercussions on the teachers, the parents, the school as a whole, the L.E.A. if there is one, and, indeed, teacher trainers. In fact, hardly a facet of the education service is not involved. Assessment of pupils can be carried out for several reasons.

1 To see whether a pupil has understood how to add up, to write a sentence or any comparatively simple task, or a more complex task such as solving a technological problem using knowledge and skills from many areas of learning.

2 To see how groups of pupils stand so the information can be used to check the work of the teacher, school or L.E.A.

3 To issue a certificate of competence which shows what the pupil can do - for example, a thousand metres. Incidentally, so popular is this form of assessment there is a certificate for very young children to show that just five metres has been won.

4 To issue a certificate which shows, by and large, how the candidate stands in attainment relative to others who took the examination. This does not mean certain skills or competences have been explicitly demonstrated. GCE and CSE certificates are of this sort.

In the Government's consultation document about the proposed National Curriculum, (absolutely essential reading for all governors) there is much about assessment. It certainly needs to be clear in the legislation and subsequent guidelines which of the above four reasons lies behind the assessing, for obviously there is a distinction between them. For example, where a check is being made on a skill or competence by a teacher and the skill is found lacking, what then? Surely something should be done to remedy that lack but in a class of 30, where most demonstrate that they have the skill tested, what is to be done for the others?

This is a crucial question for school organization and the education service. It may even be the crucial question as to why some children learn and some do not. Again, the second reason can be seen as threatening to those

concerned and yet this is an essential role of national assessment. Here too, the key question is what is done with the information gathered. A prior question is how accurate is the information anyway? Obviously, it is possible to use an assessment for more than one of these reasons. It is vitally important, however, in the design of the assessment itself, its use in the school and the use of the information gathered, that there is absolute clarity in the reasons for doing it.

For example, if the purpose is to check or not, whether desirable or not, is that assessment is a form of quality control. In industry, the modern phrase in quality control is "right first time". In education it is not as easy as that. Historically, the schools have fought for great autonomy. The understanding has been that the external examination system was there, in large part, to check on what they had done. The external examination results were their "product" if you like, so that first the appropriate next steps for the pupils would be clear and second that the efficacy of the school itself could be assessed. Stated thus, it is a simplification, but a helpful one, of the situation for over a hundred years. It is now changing and the governors of a school must understand the changes if they are to help.

The first change will come with the introduction of the National Curriculum. With it the autonomy of the school to determine its curriculum will largely disappear. Targets at seven, 11, 14 and 16, markers are being laid down with the deliberate attempt at closer quality control. With an investment in the maintained schools of over £8 billion a year these moves should hardly be surprising. The surprise is why have England and Wales, for so long, been so reluctant to do this compared with most of the rest of the world? What is exciting, though, and particularly relevant to the role of the governors, is the major involvement of teachers in all this.

One of the important agents of change has been the realization that the external examination system was having a malign effect on the curriculum. Only the parts of a subject which professional examiners thought could be reliably and accurately tested were put in the syllabus and thus, largely, this was what was being taught. Why was this malign? Because it meant, for example, that the very important business of learning how to communicate well and accurately through speech, which is difficult and expensive to test, was neglected in favour of the written word. It led to the belief, which is proven nonsense, that if you write well, you speak well. In the sciences, the vital skills of experimental work were, generally not being assessed at first hand.

What is true for English and science is true for almost every other subject. Essential components of the curriculum were being neglected because they were not part of the national assessment. This fact was one of the

springboards for the national criteria on which the GCSE rests. These criteria were developed by the examining boards themselves and then approved by the Secondary Examinations Council and the Secretaries of State and were firmly based on the best curriculum practice of five years ago. It is a measure of the pace of change in educational needs that in some respects they already need updating, but that is another story. One fundamental change does not need updating, and that is that it is essential, if proper assessment is to take place, for the teacher to be involved.

This truth has been obvious to our European partners for generations. The reason is that many aspects of necessary learning can only be assessed by the teacher. When the National Curriculum is agreed this truth will be reinforced and in subject after subject vital parts of the curriculum will only be able to be assessed by the teachers. It will be an important task for all concerned, especially the governors, to see that parents have full confidence in the teachers. There is no doubt of this confidence elsewhere in Europe. It has great merit because it should be part of every teacher's professional skill to be involved in the accurate assessment of pupils. This is, of course, particularly valuable in a diagnostic sense, where teachers are finding the strengths and weaknesses of their pupils and taking steps to build on the first and remedy the second. But it must also be valuable in assessing career paths, which form of further or higher education is appropriate and so on.

Teachers must not flinch from this and the governors have an important role to play as some teachers feel threatened by this change. It has been comforting to leave the assessment to others. They need help to see how important it is to take on this task and to see they receive the training required. It should certainly be on the governing body's agenda to receive a report on the state of readiness of the teaching staff to take on these tasks and to know what training facilities are available, how they are used and how the effectiveness of the teachers is being appraised.

This is especially true of primary schools because, for the first time, "national attainment targets" will be stated at seven and 11 if the assessments proposed by the Government come about. It will be very important that teachers understand them, assess accurately to them and have confidence in their assessment. There will be some sort of monitoring and moderating service but there is no doubt that teachers will need support and understanding from the governors. When all is said and done that surely is one of the main reasons for being a governor.

Peter Dines is the deputy chief executive of the Secondary Examinations Council, a former headmaster of two large comprehensive schools, and a governor of his local primary school. The views expressed are his own.

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- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file

- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
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- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study ☐ Ted Wragg
- ☐ A governor's view

- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
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- ☐ Annual meetings **Week 6**
- ☐ Opting out
- ☐ Letter to a new parent governor
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- ☐ Fact file

- ☐ Examinations **Week 7**
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- ☐ Assessment: responding to change
- ☐ Case study
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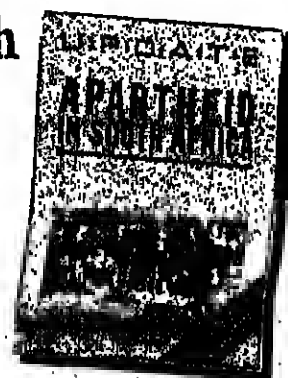
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## An AS level syllabus Global dynamics

MURRAY THOMAS

The AEB Advanced Supplementary Level Geography syllabus was published earlier this year and will be examined for the first time in 1989. It has been modelled upon the existing Advanced level syllabus (626) and the slight modifications that have been made to the A level topics merely enhance its relevance to the ever-changing needs of society. It recognizes the dynamic nature of geography as an area of educational experience and pays students following this course of study a debt to the syllabus which will remain sufficiently similar to split and content to allow the amalgamation of teaching programmes at A and AS levels.

Teachers have received a 12-page syllabus booklet and a specimen question paper. Included in the booklet are detailed notes on the skills to be acquired, particularly in relation to the preparation of the fieldwork essay. All centres have been reminded that they should refer to the 'A level syllabus booklet' when preparing candidates for this examination.

The main rationale which underpins the introduction of AS level is the long-recognized need to broaden the curriculum of students at 16-plus and there can be little doubt that the study of geography can more than adequately fulfil this aim. This is clearly illustrated by the aims and assessment objectives of this new syllabus. Candidates are encouraged to become thoroughly conversant with the varied and complex inter-relationships between human activity and the physical environment. The spatial implications of these relationships are invariably stressed. Consequently, candidates are involved in the study of many contemporary issues and their spatial outcomes.

The exemplars which form an essential part of this understanding should be studied at varying scales. Thus some case studies could be at a local level, others might have a European dimension while in some cases a global overview might prove to be most appropriate. Finally, candidates should improve their ability to analyse and interpret data and to apply these skills and methods to a particular geographical problem or issue.

The subject content of the syllabus has been organized into seven core modules and six optional modules. Candidates should select for study two core modules (one with a physical bias and one with a human bias) and any two optional modules (one from list A and one from list B). The modules have been designed so that whichever pathway is selected through the subject content, the candidates will acquire a balanced appreciation of the relationship between people and their environment and also of the dynamic nature of the subject. In common with the A level syllabus, the complete division of the subject into physical and human areas of knowledge has been avoided as far as possible; it is the relationships between the physical and human worlds which are emphasized.

The core topics offered are: the nature and trends of population growth; tectonic and hydrological processes; atmospheric processes; ecosystems; manufacturing and industrial development and location; settlement forms and functions. The optional topics to list A consist of population and resources; urban problems and planning; rural development problems and planning; in list B, candidates may select from: the changing coastline; environmental hazards; ecosystem modification including: agriculture; Great stress is placed on the use of exemplars and case studies at varying scales to ensure that candidates fully appreciate the concepts being introduced.

The examination has two distinct components. The written paper lasts for two and a half hours and comprises two separate sections. Section A will test the candidate's knowledge of geographical concepts and principles through a series of structured questions. These will follow the pattern of questions set at A-level on paper 626/2 (to become Paper 626/1 from June 1989).



# Governors & Governing

## Value judgements

### TESTING

#### Judith Cooke explains what every primary school governor should know about assessment

In the next few years governors in primary schools will have to learn about assessment and testing, an area which many have probably not considered or discussed. Most primary school governors rarely, if ever, ask their schools about judgements made about pupils, the way these are reached and the action taken (if any). Occasionally a governing body will hear how those leaving are assessed as part of the authority's secondary transfer process or how a particular class or child achieves relative to some area like inter-school sports or other competition. Rarely is there detailed discussion of even these areas.

From now on however, governors in primary schools will have to think about one particular set of judgements and the hearing these have on their school. The government's proposals for the national curriculum includes national assessment of pupils aged 7 (or thereabouts) and 11. These assessments will be based on "nationally prescribed tests" by all pupils and individual teachers' assessments. The assessments are to show what pupils have learnt and to ensure adequate progress.

The consultative document states that schools will need to make "suitable arrangements" to help those pupils not making progress. It is likely therefore, that within a short time schools will be considering how to administer some form of national test, based on what an "average" child of 7 or 11 can do and almost certainly relating to pupils' literacy and numeracy. Schools will review how to link the results with their own judgements of each pupil and the use of this information to assist each pupil, group and the school as a whole.

Put like this the suggested national tests sound perfectly reasonable. Governors (like many parents and other lay people involved in education) will probably welcome the idea that their school and pupils know how their work and output compares with those of other schools. Most will certainly welcome the additional information available as being both helpful to them and other members of the school's community. To those of us struggling to understand how a school is doing with only one visit and one termly meeting to go to, these extra details may seem welcome. A governor vaguely concerned that a certain teacher should never be allowed near young children or who has been told by too many parents that the pupils "like it but never do anything" may feel that here, at last, is some clear evidence to confirm or deny such fears.

Concerned governors will have gathered by now that many education professionals do not see such tests as beneficial or indeed as having any value. Nearly all the relevant groups (administrators, teachers and local authorities) have expressed either opposition to or serious concern about the proposed national tests and the effects they believe these can have on schools and on individuals.

These groups have sometimes appeared to object to nearly every change proposed since James Callaghan's "Great Debate" was launched in the mid-1970s despite the overwhelming evidence that our education system fails to meet the needs and aspirations of many groups of pupils. Some governors may therefore feel that the objections come from those who always protest too much.

However this would overlook very important worries. All tests, all assessments, need to be seen in both a particular and a wide context and not as the one way to judge any school or child. Governors need to understand this and work with their own school to ensure that emphasis on end tests does not dominate, overthrowing the good and valuable work that schools can do with younger pupils.

To understand the current debate, let alone enter the controversy, governors of primary schools need to think about how and why their school assesses its own achievements and those of individual pupils. Unlike governors in schools which enter pupils for public examinations and who are overwhelmed by pages of



entry rates, results and year by year comparisons, governors of primary schools have no obvious starting point. This gap and, in most cases, the governors' own lack of detailed educational knowledge mean that for many governors of primary schools the first priority is (and should continue to be) to understand and to evaluate the work of their own school. Without this context, even if it can only be based on the work of one school, it is not possible to have any realistic understanding of the debate about assessment and testing of younger pupils.

Most of this knowledge is now becoming easier to acquire. A range of publications and organizations exist to help governors know their school and understand what their own role in the context of both school and local education authority is or should be. Many authorities now realize they should take this area more seriously and are starting to make some attempt to inform and train school governors. Concerned governors will be told, or can find out, that they need to visit their school, to read the documentation from the school and the authority, to attend the various functions organized by the school and (in a few lucky cases) by the education authority. In this way a lay person can start to understand what schools are trying to do and how to contribute.

Governors in primary schools may find this learning process difficult for particular reasons. Primary education has changed greatly since most governors were young children; it is perhaps harder for those unused to working with young children to know how to talk to and about them. On a more practical level, functions in a primary school may take place early in the day so that parents do not need babysitters and younger pupils are not out late. This may cause problems for those with other daytime commitments. Similarly, with teachers to primary schools having less privacy and child free time, it can be hard for a governor to hold a quiet discussion or even to ask for simple information.

As well as learning by visiting and talking, primary governors can obtain a lot of objective information. Some will be included in the termly headteachers' report as a matter of course, other details may need to be requested in advance or collected over a time. Thus it is reasonable for all concerned with and responsible for a primary school to know what the roll is each year, if the intake is changing, if places are eagerly sought, which pupils leave and why; or to know if staff recruitment and turnover is similar to that in neighbouring schools and if not why not. These questions and many others reflect crucial aspects of a school's work. Most primary governors will find that only when they understand these questions can they understand the variety of ways in which it is both reasonable and fair to assess the work being done.

With this greater knowledge governors will understand why assessment in primary schools is a more complex task than can be summarized by asking pupils to complete tests relating to a few areas of their work. Any tests, any assessments, need to be interpreted within the whole context of the school's work and the

support and resources offered by the education authority. Governors have an important role in ensuring that such a context is widely known and understood. It is only then that any results are not misinterpreted with consequent implications for school, pupils and staff.

For example, if a school is judged "good" because all seven-year-old pupils are assessed as reaching the relevant national benchmarks, a governor needs to welcome this and to judge whether the school's achievement is reasonable. Are other areas of work less well covered to ensure this one success? Is this area of work kept in control and are other equally vital areas - the creative, scientific, sporting - still part of the pupils' experiences? Similarly if a school or group thereof appear to consistently fall outside the nationally determined norms, governors can ask for explanations and establish if these are reasonable. Perhaps they have a role in pressing the authority for more resources, improved training, smaller classes, better provision of second language teaching and so on.

Questioning may reveal that tests are administered at the wrong time of day perhaps when the children are tired or hungry. Perhaps the school laboratories are in disrepair so the children spend part of their day in discomfort. Perhaps the teachers are determined to minimize the emphasis put on tests, on any tests, and are continuing their current good work avoiding giving importance to something that may make a child feel a failure.

Governors can and should ask more questions about these issues, but all too often such queries are interpreted by those within a school as critical. Many governors find such questions hard to frame or to ask and find it harder still to get, or to understand, the answer. A real problem is that schools have been closed institutions too long. Excessive secrecy or reticence has appeared to dominate too many educationists' views of questions from lay people, whether governors, parents or politicians. Rightly, everyone has been concerned to avoid judging young pupils, labelling them as a success or a failure. The effects of such labels are well documented and governors need to understand that it appears a child's achievements can be affected when seen to be "difficult" or "clever" or because she is a girl, or black or disabled. Because of these very real and reasonable concerns about adverse effects of judgements, many have thrown away all public attempts to judge and evaluate. This has left a climate of rumour and misinformation creating more problems than it resolves.

Governors can usefully dispel such clouds. They can establish what assessments are now made and how these relate to the proposed new tests; they can ask questions which throw light on these unknown areas; they can and should be supporting schools as they show what they achieve and why they value those achievements.

*Footnote: I have used the phrase primary school governor to cover all those in schools which have no involvement with the public examinations: ie nursery, infant, junior, middle and many special schools.*

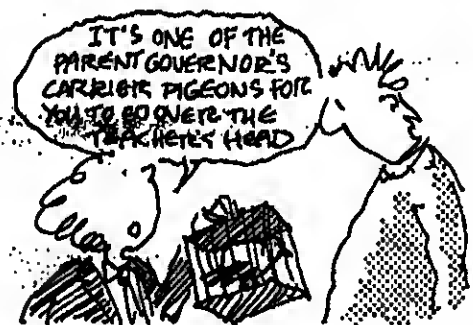
## All too keen

### CASE STUDY

This is one of a series of training exercises devised by Joan Sallis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.

Bill Keen is a new parent governor of a Church of England infants school. He takes his position seriously, and has started to inform parents of matters likely to come up on the agenda and ask for their comments. He has also started to send parents a 'simple informal' note of the main decisions taken at governors' meetings. He has duplicated them at his own expense but has asked the class teachers to give them out to the children.

The head teacher is not amused. It is bad enough that parents are beginning to go to Mr Keen with little worries about things that go on in school, but she thinks it outrageous that he should take it upon himself to inform parents. She has asked the I.E.A. for a ruling, and has had support. An official has given her authority to say that communication with parents is not a prerogative of the parent governor but the governors as a whole, and that Mr Keen is not a parent representative, merely a representative parent. Bill thinks parent governors are pointless if they can't improve communications with parents, and sees it as his first accountability. He is less comfortable about parents bringing him so many individual worries, and tries to encourage them to go direct to the head or a teacher, but they hardly ever do. He had no desire to earn the head's disapproval, but doesn't see what he's done wrong. When he's had a lot of complaints on one subject, he has always dropped the head a line about it.



## Panel problem

Last week's case study presented the dilemma of a parent governor on a staff selection panel

Joyce Mary is right in one respect. A governor would need a very special reason to vote for a candidate unacceptable to a head teacher where it would be his or her closest colleague. In the case of, say, a Scale One teacher there are others concerned, like the faculty head, but a deputy must work harmoniously with the head.

The exceptional case, and it may be that it is Scaling Heights, is where a school needs a change of direction and the head teacher is the last person likely to accept the fact, and where a head continually makes choices reinforcing his or her own weaknesses. Dr Tagg is clearly unwilling to accept changes in areas where the school is not strong, and as it appears he is nearly at the end of his career it would be sad to waste an opportunity which may not recur. But why not wait until the headship is vacant and make a fresh start then? This could be the answer, but another generation of pupils might miss the change, and the change itself might be all the harder if the senior staff were all of one mould.

Joyce is wrong to think, in these circumstances, that it is better to appoint an unimpressive candidate who is not opposed by the head: if there were another of Mrs Serkitt's calibre but less outspoken, maybe, but that does not seem to be the case. Dr Tagg has not run a successful school all these years; even if an old-fashioned one, without some quality. Surely once the decision is made he will approach it positively and give the successful candidate every support?

## All on board

### EXAMINATIONS

#### Max Morris provides a guide to exam boards and the qualifications they offer

After years of stagnation, the examination system in the last year or two has seen changes great enough to be described as revolutionary. The main one, of course, has been in examining at 16-plus at the end of the compulsory school period: GCE and CSE have now gone and been replaced by the GCSE, a single examination which will test its first candidates in the summer of 1988. Two new examinations are in place, even if not very securely, at 17-plus, the CPVE and the A/S Level. And miracle of miracles, the A level bastion of academism, till now impregnable, looks as though its walls may be breached.

Whereas GCE and CSE exams were set by a large number of different boards the new exam is being organized by four groups in England and one each in Wales and Northern Ireland. Each group combines at least one of the old GCE and usually several of the old CSE boards. The groups operate in different regions (London and East Anglia, the Midlands, the North, and the South of England) but the DES made it a condition of agreeing to the single exam that freedom of choice should operate, so that schools can enter for exams set by any group.

Some I.E.A.s, not convinced of the virtues of unbridled competition have, however, decided that schools may enter for exams only within their own regional group. Governors, according to their ideological predilections, may wish to discuss this restrictive policy with the I.E.A. especially if the school finds it undesirable. The point is that the school should be able to choose certain subjects, or for a level exam as a whole, they prefer those of a group other than their own.

Money may rear its ugly head. Subject entry fees in the groups have not all been fixed. Fees of some will cost less than those of others and I.E.A.s are unlikely to be so unworldly as to ignore such facts in making a decision on school entries. It is nevertheless expected that local pressure will prevail and schools will mainly opt for their own group.

There is a good reason for this. Under the CSE and to a lesser extent the GCE system, a close relationship existed between the boards and the schools. Not only did the boards have representatives of the local teachers on their various committees but in the case of the CSE there was frequently a backup network from local schools to provide feedback on the exam.

With boards being grouped into larger regions this intimate local connection between school and board has been weakened. The committee structure of the groups is representative of the teachers' organizations and I.E.A.s within the group, so there can still be an effective but less direct local input into the exam. This is hardly possible if a school in London, for example, opts for an exam set in the North of England.

It all works something like this. A group will have a governing council of members of the various GCE and CSE boards within it. It will also have committees concerned with finance and administration. But the key bodies from the point of view of the school are the group's subject committees which prepare the syllabuses and work with the chief examiners and moderators who set and vet the papers.

These subject committees are made up mainly of teachers in the group's area and familiar with the kind of work being done locally. They are answerable to the group, so there can be feedback on the operation of the exam. The group is also likely to have a system whereby local teachers through their schools or unions can make their criticisms of the exam and so help to improve it next time round.

It is important that the group does not become a bureaucratic structure dictating to schools without genuine possibility of comeback from consumers of the product. This is a real danger when groups, only four for the whole of England, cover such large regions. It matters therefore that governors be interested not only in exam results (normally the chief interest of parents) but also in the school's reaction to how the exam is working.

Governors should also be concerned with another of the ways the GCSE works. It is a single exam, yes, replacing the old divided and divisive system. But there is more to it than that. In giving his approval Sir Keith Joseph insisted emphatically on a policy of differentiation, both within papers and through separate papers. Thus what bothered parents about the old system, children being separated out into a GCE or a CSE set or stream or class, can still occur in the new system, according to the particular syllabus being studied. An extreme form of this is that GCSE regulations permit the setting of "limited grade papers", that is papers which do not allow the higher grades to be achieved. This obviously invites differentiation of classes for exam purposes.

One final word of warning on exam results. Don't be bewitched or bewildered by masses of statistics. They can be made to prove almost anything. Ask detailed questions, subject by subject, very precisely, if you want meaningful answers.

At seventeen plus the schools may enter students for a form of GCSE, known as GCSE(M), the "M" standing for "mature". Groups have already prepared a large number of syllabuses at this level and exams will be held in 1988 and probably more in 1989. These are likely to become an attractive option for pupils who wish to pursue their studies but not in the direction of A level.

A new examination of a "provocational" character, the Certificate of Provocational Education (CPVE) is organized by a joint board mainly nominated by the City and Guilds of London Institute (CGLI) and the Business and Technician Education Council (BTEC), bodies concerned chiefly with adult training. Schools will be in possession of the various guidelines and conditions of entry for the exam and governors would be well advised to study these carefully.

For a level students the DES has sponsored a new "Advanced Supplementary" exam; the point is that schools are expected to take two years of the exam a week per subject over two years and about half the private study time of A level courses. For higher education entry two A/S Levels count as one A level.

A level exams, run by the university boards, are the avenue of entry into a higher education institution for most. They have remained highly academic and unreformed for many years. Their greatest weakness is that they inevitably mean a very narrow and usually one-sided curriculum for the students who specialize in a very few subjects to the detriment of their general education. Now, at long last, the university chiefs are beginning to wilt under pressure and are ready to join the mainstream of educational thinking. There is now a chance of having what the teaching profession asked for long ago, a reform of the exam to allow a broadening of the curriculum.

Max Morris has been chairman of an examinations board and was one time head of a large inner city comprehensive school.

### QUESTION & ANSWER

After last winter, several holes appeared in our asphalt playground. A child tripped over one of them and broke her leg, and now her father is threatening to sue the governors. Who is legally liable? We had asked the I.E.A. several times for the holes to be repaired. In both county and voluntary schools, the I.E.A. is responsible for keeping the grounds in good repair. It is the responsibility of the governors to report to the I.E.A. on the condition of the premises, including grounds, especially if safety is involved. As the governors had requested the I.E.A. to repair the playground, they were not in any way to blame. (Such requests should always be made formally, in writing.)

There is a long history of legal cases about playground accidents, and in very many of them, the parents of children injured during unauthorised and unsupervised play have lost their claim that the school was negligent. However, when structural damage has caused the accident, the I.E.A. will continue to be liable if the accident is a direct result of poor maintenance. One can foresee endless disputes about whose negligence caused an accident - the governors, for neglecting their responsibilities or the I.E.A. for

# Governors & Governing

## E for effort

### ASSESSMENT

#### Richard Cleall in search of a personal objective

At the end of my third or fourth year of secondary schooling I obtained 99 per cent in the religious knowledge examination. My parents, on hearing this, embarked on a serious discussion as to whether I should take holy orders. It wasn't until I had repeatedly assured them that six other pupils had obtained the same mark, that the lowest mark had been 86 per cent and that we had been carefully briefed on what the paper would contain that they reluctantly gave up the idea. These same parents could never come to terms with the notion that a pass mark could be any other than 50 per cent and I sometimes missed out on well-deserved praise because a particular master had a thing about "marking hard".

These experiences, together with my dislike of the notion that teaching efficiency cannot be measured, have led me to the belief that meaningful assessment is the core of good teaching.

At the outset of each of my 13 years as a secondary head, in the rekindled enthusiasm of September, I have declared to my colleagues that we must establish in the school a sound assessment policy. I explain that my vision of teaching excellence involves a teacher able to determine what needs to be taught over a given period. At the end of that period sensitive assessment techniques must be used to determine how well this has been done.

I go on to say that it would be of great benefit if the marks, grades or whatever language we decide to use is readily understandable by everyone, especially the parents. It used to be an ambition of mine to create a common school marking policy so that 60 per cent, say, in English meant the same achievement as 60 per cent in science; I even harboured food thoughts that such a scheme could relate to local or even national standards.

Our efforts to achieve this desirable state have always encountered the same serious problems.

Discussions about language, while fierce, are usually resolved without too much loss of heart. Percentages, letter grades, scales with varying numbers of points, the use of plus and minus all have their proponents but only one system is adopted. Of course, we say, it doesn't matter as long as we all know what it means.

Problems over what we are measuring are not so easily patched up. Pupils, inconveniently, differ from one another in every way one can think of. Some are able to sail through their work with no effort; others, while being thoroughly idle, can produce enough to perform well in tests. There are children who manage to keep up with the demands of school through working hard.

A small number work furiously but do not

Felicity Taylor

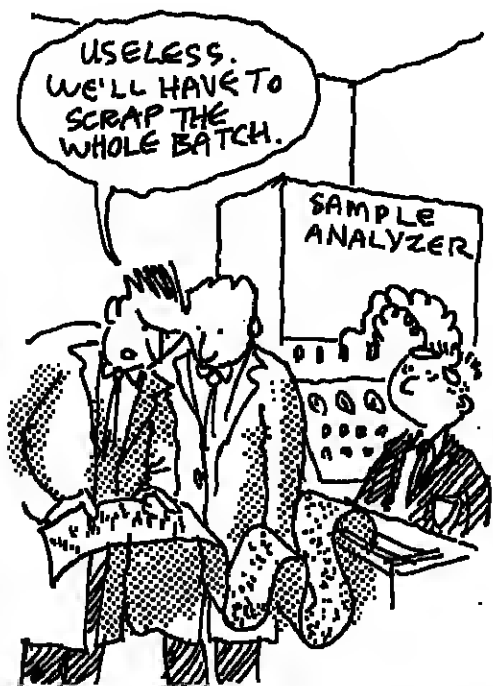
not giving them enough money to carry them out.

At our last Governors' meeting, the head told us that he had recommended for promotion a maths teacher who has only been in teaching a year. Are there any rules about how promotion is decided and should governors be involved?

The existing Articles of Government will specify what role governors play in staff appointments. Internal promotions of this kind are organized according to local procedures and agreements with the Unions. In ILEA for example, all internal promotions have to be advertised in the school, and governors have the right to recommend who should get the post - even if there is only one applicant. In many areas, this power has been delegated, formally or informally, to the head, who may consult the chair of governors.

Staffroom gossip will inform you that this kind of procedure is regarded with much suspicion and allegations of favouritism. It is better for everyone, and a protection for the head and the school as a whole, if a proper procedure is established which involves a representative group of governors (not just the chair). This will in any case be required under the 1986 Act.

Felicity Taylor



stay on top of things and, of course, some regard school as a hostile environment and give few glimpses of what they can do. This being the case 60 per cent can represent a bright pupil who hasn't tried very hard, a lazy one who scabbled together enough at the last moment to do fairly well, the solid endeavour of a plodder or the career best of the willing but limited.

A seemingly simple way out of this dilemma is to assess on the basis of effort and performance. Thus, using a five point letter scale, the above pupils would get C60 per cent, E60 per cent, B60 per cent and A60 per cent. This is all very well until it is remembered that these differences in motivation and ability are not constant across different school subjects. History's lazy object can easily be French's star performer. Children also have different aptitudes.

Subject differences bring further disarray to the neat concept of the common assessment policy. It is no longer the case that all teachers, whatever their discipline, are simply passing information to pupils who in their turn strive to develop bigger and better memories.

Increasingly teachers are concerned with skills, processes and understanding. Thus scientists plan their lessons in ways that will encourage children to develop skills in learning through experiment. English teachers are anxious to use the pupil's own experience to build skills in reading, writing, listening and talking. The result is that teachers need to be able to make comments about children performing in different situations, with different tasks and different objectives. It has been at this point I have given up ambitions for the common assessment policy.

In truth, it became obvious some years ago that increasing complexities of education make the individual the only meaningful basis for assessment. Instead of trying to develop an absolute school, regional or national scale for reference it is more sensible to refer to the individual, and measure progress against a personal programme of achievement and development.

Teachers and pupils identify the possible gains over a given period, bearing in mind the requirements of the syllabus and demands of the final assessment or examination. At the end of the period achievements are plotted against goals. In my own school this year, we have been able to prepare a statement of achievement for each fifth year pupil setting the individual within the context of possible achievements. For most subjects we asked the student for a self-assessment.

The increase in real information was spell-binding. I shall always remember the "tutor period" comment of one, less than totally amenable, young lady: "School's alright really, but I talk in my lessons and row with the teachers. I want to be a lorry driver when I get a job. The best thing that happened at school was when our Art teacher took us to the National Gallery. It was beautiful."

This alone says more for me than E60 per cent.

Richard Cleall is a comprehensive school head in Wiltshire.



# Governors & Governing

## Learning the hard way

**BRIDGET LAWSON**  
draws lessons from her own experience

What do school governors do? This is a question I am often asked, and one to which I had given little thought when I was first elected a parent governor. Attending my first formal meeting of parents at the secondary school my son had just entered, nominations were thin on the ground. A nudge from two strangers sitting on either side of me and a whispered "why don't you have a go?" prompted me to raise my hand, an action I have not regretted.

Becoming a school governor was a painless and ignorant experience. I received Instruments and Articles of Government and a book of Guidance Notes for Governors. These I read, but they meant little. I looked forward to trying to make sense of the printed page when I attended my first governors meeting. I was over optimistic. It took many meetings and lots of questions before I began to understand.

Sadly, I have met many governors who have felt exactly the same way. Talking with governors over the last six years has highlighted the fact that many are unsure about their roles, rights and responsibilities. They do not know where to ask for information and lack the confidence to find out. Information from I.E.A.s has often been scanty, and produced from the viewpoint of those familiar with the education and local government committee system. Many governors felt completely frustrated trying to understand their role.

Parents often become school governors because they wish to become more involved in the education of their children as I did. However, involvement in the management of the school is not always encouraged, and some governors feel unable to take an active part in the process of school government. This was not true in my case. A supportive headteacher and a responsive clerk to the governors welcomed more involvement. Our governors regularly visit the school. They are made welcome, not only when carrying out the more formal task of inspecting the premises to ensure high standards of repair, maintenance and cleaning, but at any other time.

Six years on I am still a parent governor, and also chair of governors. I have a much clearer idea about what governors do. The teachers' dispute forced me to look for help and guidance outside the I.E.A. are in which I live, when the Education Committee and officers had little to offer. I received considerable support from the National Association of Governors and Managers (NAGM) over issues relating to the teachers' industrial action. Some of our governors took on an unusual, and I hope unrepeatable, role at that time. They were supervising children at lunchtimes in a hall we had hired because the school closed at lunchtimes due to lack of teacher cover.

My own work as a training adviser in local government provided me with knowledge of the system and bureaucracy which administers the education service. I became aware of both local and national networks which exist to support school governors. I read government green papers, white papers, newspapers and Acts of Parliament. Many of my governor colleagues, including elected members, seemed not to have done so. How much knowledge and information does a new governor need in order to be effective, and from where does this guidance come? This is probably one of the key questions facing officers and members in education departments at the moment, and to which there is no one simple answer.

The Education (No 2) Act 1986, Section 57, places a responsibility on local education authorities to "make available to every governor (free of charge) such training as the authority consider necessary for the effective discharge of their functions". The functions and responsibilities of governors are extended within that Act, and proposals for future legislation extend these considerably further. Now a different focus is being placed on school governors because of the Government's inten-

tion to increase the autonomy of schools. A few I.E.A.s have taken the role of governors seriously and provided comprehensive and continuous training programmes to help them effectively fulfil their responsibilities. Most have not.

Councillors who are school governors have tended to rule the day. They are familiar with the local government system while most non-elected member governors are not. Most dismiss the view that training in such basic but crucial areas as effective meetings (involving listening, reporting, analysing, questioning, chairing) is important. Not surprisingly the results are often what one would expect. One education officer suggested that "to offer training for I.E.A. representatives would be an insult". My own view is that it is a sad day when anyone believes they have nothing left to learn.

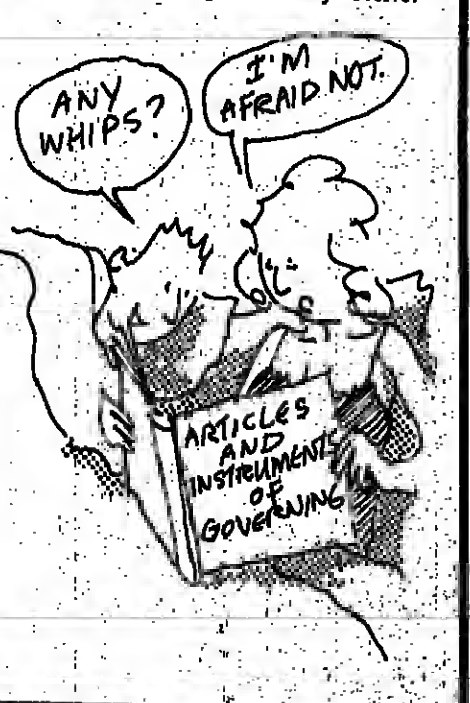
The functions and responsibilities of governors are beginning to be stated more clearly now than ever before. This does not mean that governors have to become experts in teaching, advising or education management. The new and proposed legislation clearly means that if governors are effectively to fulfil their statutory obligations they can demand the knowledge and skills needed to put this into practice. These will be even more exacting and complex than before. Providing what is required may seem like a daunting task, with the potential numbers involved and associated costs. There are, however, several ways of providing support which need not involve high expenditure.

For example, providing information and presenting it in lay persons' language; adopting an attitude of inclusion rather than exclusion towards all governors; encouraging governors to find out for themselves by providing a list of resources, eg books, articles, who to ask in the I.E.A. about what; informing about and using both local and national organisations which are involved in governor training; encouraging governors to join relevant regional and national associations, such as parent governor associations, and NAGM.

Any I.E.A. can make their task easier by subscribing to AGIT (Action for Governors Information and Training). This new publication has been established by the local authority associations and other interested bodies to co-ordinate information, resources and materials about governor training.

Perhaps most important of all, I.E.A.s should involve governors in the planning, the running and the evaluating of their training. It can be easily forgotten just how much experience, skills and commonsense can be found in groups of ordinary people.

What do governors do? They provide an element of community involvement in the management of schools, and soon they will have greater powers and responsibilities. How well they exercise these may largely depend on the encouragement, information, facilities, resources and training which they receive.



Bridget Lawson is a parent governor; she is chair of the governors of a mixed comprehensive in Redfordshire.



## The examination industry

**Ted Wragg**

If it were possible to purchase shares in the examination industry I should advise people to buy now. Whereas 25 years ago 20 per cent of pupils took a public examination at the age of 16, the figure today is over 90 per cent. In a society where there is high unemployment among young people, those with some kind of written qualifications will have a better chance of obtaining work than those without.

Pressure to achieve, therefore, has become severe, and two phrases are commonly used to describe affairs. One is the "Credential Society" which sums up the situation in many countries where education means freedom to travel, to earn decently or to have a job at all. The other is the "Qualifications Spiral", which recognizes that the entry fee to our society has gone up. Jobs which used to require no formal qualifications now ask for O levels, those which formerly requested O levels now seek A level holders, and points score satisfied with A level candidates now recruit graduates.

A regular item on secondary governors' agendas is the annual O level and CSE results. The whole issue of examinations is a minefield for the unwary. At one education committee meeting, at which members were given the O level results for every school in the county, one governor proudly announced to her colleagues that her school had done better than their local schools. In terms of raw results this was true, but her school was a grammar school taking only the most able children in the town, whereas their schools took children of all abilities. Compared with other grammar schools its results were actually quite modest. (Hence the importance of the work of John Gray at Sheffield University which allows us to compare like with like by evening out the differences in achievement explained by social class rather than by teaching quality.)

It would be easy for governors to concentrate all their attention on the new GCSE, which is indeed a most important development, but there are many other kinds of test or examination which are of growing significance. In some respects the most radical is the Certificate of Prevalent Education (CPVE) taken at the age of 17. Instead of three hour papers this qualification is based on profiles and reports from teachers and employers. Traditional subjects have given way to

cross-curricular and competencies such as "communication skills" and "microelectronics".

The whole question of testing children's competence has become a contentious matter. One of the problems is that examination measure but a limited range of any person's achievement or potential. A music teacher will probably work hard to develop in children a lifelong interest in music, but a formal test of short-term memory is highly unlikely to measure this virtue if noble aspiration. It is more likely to ask pupils to define a quarter of a describe Sumitro Form. Exams tend to put a premium on memory, and only the more sophisticated will test understanding, application or imagination.

For primary school governors it will be the tests at seven and 11 which cause most concern, rather than the, at that stage, somewhat distant GCSE and A levels. My guess is that governors of infant and first schools will be deluged by questions from anxious parents of six-year-olds coming up to their first big national test. The matter now much schools try to play down the event, there will inevitably be massive public and press coverage, and anxiety will be high.

Two matters are of much more interest and value to governors. The first is the development of more diagnostic tests, which have always seemed to be more valuable to teachers than the straight achievement test. The traditional achievement test simply gives you a grade like A, B or C or a percentage mark or similar. The diagnostic test, on the other hand, tells you what pupils can or cannot do. If we were teaching maths to 10-year-olds I should be more curious to know who could or could not convert a fraction to a decimal, multiply two two-digit numbers, understand a simple graph, draw a pie chart, rather than be given a list of grades ranging from A to E.

The second is the increasing use of continuous assessment. It has always seemed unfair that children who are capable of persistent and meticulous work on a project, experiment or practical assignment, but not at ease in an examination room, should not get credit for their other qualities, especially if they are valuable members of a team. The difficulty is that teachers need to be especially vigilant to detect those whose work time work has been aided by parents or talented friends, but the good news is that more examinations are beginning to build in proper recognition of

## On the rocks

Understanding Geology. By David Webster.  
Oliver and Boyd £5.95. 0 05 0366 45

Given the collapsing state of geology teaching in schools, it is a brave author, and an even braver publisher who brings before you a new text designed to aid geology teaching, and at about £180 for a class set, it will appeal only to those departments whose funds are healthy. This is a very traditional textbook, clearly and simply written, with little explanation given above elementary level. Sometimes this can be tantalizing, as with Darwin and evolutionary theory, for example: punctuationist ideas are reduced to a single sentence, and the mighty Charles does not figure in the index. I doubt the cladologists at the BM would feel entirely happy either. However, details aside, for purposes of introducing the subject to about CSE level I have no doubt that this book would serve well. I doubt it would interest library-browsing children since there is a real lack of colour - only four sides in around 200 pages seems mean, and the jacket design could have been more interesting. The binding is weak, as usual.

Throughout the text are a number of useful illustrations showing simple experiments, and although your caretaker might object to some (blown sand experiments, for example) it is entirely possible to copy others cheaply and effectively in quite ordinary classrooms, and there is a brief appendix on practical work. The black and white photos and drawings are generally excellent. There are some nice human touches too: members of the Rochdale WEA studying a disappearing stream; the names of the author's family worked into the place-names of an imaginary geological map; a few cartoons. It might be considered difficult to put your class through this without it appearing in your curriculum.

James Siddelley

## Global dynamics

1988) and will test the ability of candidates to define and express their understanding of geographical ideas concisely and accurately. Candidates will also be required to apply their knowledge of these concepts and to provide regional case studies as exemplars. On some occasions they will be required to use their graphic skills by adding to and completing maps, graphs and diagrams.

Section B tests the candidate's ability to analyse, organize and present geographical information and ideas in coherent and extended prose. Again it will be expected that candidates will be able to apply their knowledge to a selected range of regional case studies and contemporary issues. There will also be an opportunity to express value judgements based on a sound and balanced appreciation of geographical and environmental problems.

Reference has already been made to the importance attached to the acquisition of the skills and techniques which are relevant to the aspects of geography selected for study. This emphasis on the applied nature of the subject is closely related to the second component of the examination, which is the preparation of a fieldwork essay. Although a list of prescribed topics for investigation will be issued on an annual basis, candidates will also have the option of involving themselves in a study of their own choice so long as it is first approved by the board.

The AEB Advanced Supplementary Level syllabus provides a variety of pathways along which teacher and student may travel in their search for geographical knowledge and understanding. This syllabus should stimulate the interest of all. Its contemporary nature makes it both relevant to society's needs and an educational programme, which will sharpen the perception of this dynamic global system in which we all live.

Murray Thomas is Deputy Head and teacher of Geography at Ysgol John Bright, Llandudno and Chief Examiner, AS level Geography, AEB.

## Geography 16-19 Project

# Support system

GERRY HONES

Geography 16-19 is on the move again. After two years with no funding, the Project has now been given support by BP for a three-year period so that the previously planned "support system" can be established. As a result there is now a part-time national co-ordinator (Gerry Hones, formerly Chairman of the Project's consultative committee) working closely with the former Project director, Michael Naish (at the University of London, Institute of Education), and 20 regional co-ordinators. At the time of writing, 18 people have agreed to take on the responsibility for looking after the Project's interests on the local scale. They include I.E.A. advisers, 16-19 teachers and lecturers in colleges and universities. A list of their names, addresses and relevant regional limits will be published as soon as possible. (See map below.)

The major tasks for the next three years are seen to be as follows:

1. Dissemination. In order to make sure that the Project's ideas and activities are known as widely as possible, it is planned to recommence the publication of *Project News* (with the first issue assisted by Longman, publisher of the Project resource books) and distribute it through as many outlets as can be arranged. Other activities will include conferences and workshops, with teachers experienced in Project work playing a key role by working with others willing to know more about the opportunities.
2. Support.

An improved flow of information will, in itself, give better support to teachers already involved in such courses as the Advanced level (offered by the University of London School Examinations Board) the two new GCSE Mature courses (SEG and LEAG) and the proposed AS level (with ULSEB). If, as seems likely, the advent of GCSE leads to an increasing number of teachers believing that 16-19 courses offer a curriculum framework which will be well suited to the new post-GCSE students, then the increase in the number of candidates taking 16-19 examinations could be

very rapid. After four years of trial operation with about 900 candidates from the pilot schools, the number of candidates for the first public examination in 1986 was 1,800, while over 3,000 are expected to take the 1988 papers.

It is well appreciated that teachers working with the Project A level during the main development period had the major advantage of working in supportive groups, with strong backing from the central team. They became accustomed to a modular course with a particular style of syllabus emphasizing the examination of issues arising from people's relationship with their environment, a course possessing a range of modes of assessment and, perhaps most important of all, requiring an enquiry-based approach to learning. All these aspects make special demands on teachers who are less accustomed to working within this kind of curricular framework, with the necessity to produce their own resources and design their own assessment units.

Support for these teachers in the form of local workshops is already in operation in many parts of the country, with groups of teachers sharing their experiences and co-operating in the production of new resource materials. Hertfordshire, where John Burden co-ordinates activities, is an example. It is hoped to expand this kind of support very considerably.

3. Development. New initiatives will continue to be developed as well as continuing to progress with the exciting work already in process in a number of different curricular areas. Links with the BEC National level course were established years ago, and now a number of areas have incorporated 16-19 elements into their CPVE courses. Some very important developments have also taken place (for example Roger Carter's programmes in Staffordshire) in linking the Project with TVEI work.

4. Evaluation. Further evaluation of the work of the Project is desirable, and one intention is to analyse the effects of the Advanced level course in the first



A teacher assisting a 16-19 pupil with individual work.

instance. Teachers' and students' reactions to the style of syllabus, the enquiry-learning approach and the modes of assessment will all be considered. It will be important to see if any reactions can be gained from those people who have been in contact with 16-19 students later in their careers, whether as tutors in higher education or as employers.

In order to obtain a broader view of the suggested tasks for the Project, an important seminar (again supported by BP) was held at Bath on October 27. The main purpose of this meeting of people from a range of different backgrounds and interests was to examine the plans (as outlined above) and to recommend a structure of "Plans and Priorities" for the next three years. As well as people with experience of working in different ways with 16-19 courses, there were specialists in other areas of the curriculum as well as representatives from industry and organizations concerned with conservation. By the end of the day there was general agreement on what needed to be done over the next few years.

Believing that there may well be a rapid increase in the number of teachers and students involved in 16-19 courses, it was agreed that the main priority should be the development of a support structure, especially important at the regional and local levels. To this end it was suggested that there was a need to clarify the roles of the key people involved and the possible links - for example between the Project's regional co-ordinators and the examination board's regional moderators. It was thought that a programme of evaluation would be most valuable in any development, such as in a review of the syllabus structure and content of the Advanced level. There was also support for a specific attempt

to see how far developments in various aspects of Information Technology could assist the work of the Project. The next few years are seen as being an exciting and challenging period in the life of the Geography 16-19 Project, with opportunities to build on the work already achieved. The major changes in teaching and learning called for by the development of GCSE are likely to have a considerable "knock-on" effect on other courses, particularly those which naturally follow directly afterwards, such as those for Advanced and Advanced Supplementary levels. Many teachers have already said that they believe the 16-19 style will provide the type of course which will meet the needs of their students through its emphasis on environmental issues and enquiry-based learning.

The possibility of cross-curricular modular courses at Advanced level is another initiative which could lead to a different type of 16-19 involvement, with the opportunities provided by the Project's four major themes able to assist the cross-curricular links.

As yet it is not known what recommendations will be put forward by the Higginson Committee, but the Geography 16-19 Advanced level may well be in a good position to develop more of its potential in the light of new initiatives.

The Geography 16-19 Project was always based on teacher involvement. Its basic aims were to involve teachers in a reconsideration of the role of geography in 16-19 education and, through this, to help them appreciate their role as curriculum developers. These opportunities are still there for teachers ready to accept the challenge. The evidence is that doing so offers an enjoyable and enabling experience.

Dr G.H. Hones was formerly senior lecturer, School of Education, University of Bath.

## GEOGRAPHY TODAY

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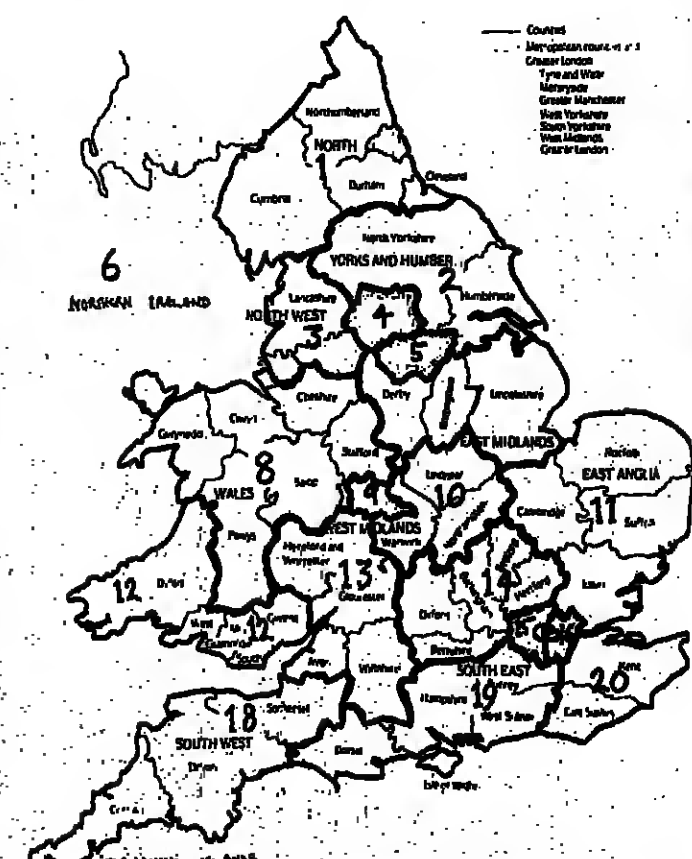
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Geography 16-19 catchments for regional co-ordination.







EXTRA

## Planning for GCSE

## An issue-based approach

Much has been written about the changes envisaged in teaching programmes, content, strategies and style for students in the 14-16 age range with the introduction of GCSE. But what of the curriculum in the earlier years of secondary education leading to GCSE? A curriculum development project, consisting of teachers and advisers in Sheffield L.E.A., has been considering this during the past four years. Central to the team's thinking was how to produce an appropriate course which was relevant, interesting, maintained a breadth and depth of knowledge, concepts and skills and introduced students to attitudes and values in a format which encouraged active involvement.

**Key Principles**  
After much initial deliberation it was felt that a lower school course should be based on a number of key principles:  
● The study of spatial patterns and the physical, economic, social and political processes which determine them.  
● Ensuring that learning objectives are clearly defined in terms of knowledge, concepts, skills/techniques and values and attitudes.  
● Meeting the individual learning needs of all students, including the "gifted" and the "least successful".  
● In-depth investigation of case studies taken from local, national, international and global settings, to ensure appropriate coverage of differing economic and political systems.  
● Providing opportunities for young people to explore and express their feelings about important concerns, based on knowledge and understanding.

Long-term environmental planning is already perceived by western educators as an important issue; the "environment" is scheduled as one of the major items for discussion at the next Gorbachov-Reagan summit. This, of course, will not solve anything - probably the reverse - but for those with geography in mind as a career, it underlines a crucial change in the public's perception of the importance of the geographer's role. Future decision-makers can only reduce or reduce the damage to our environment if geographers rise to the challenge and provide them with accurate well-researched information. Gathering the raw material in the field is the first skill to learn.

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hedges marked on the latest map of a rural area of East Anglia? To a consideration of the reduction of bus services in rural Oxfordshire, the problem of acid rain in Western Europe or the impact of transnationalism in the economically developing world. Issues such as these are undoubtedly being tackled by geography teachers, but they do not always form the main focus of the work. One example may suffice to illustrate how an issue-based approach may be developed.

The future of Antarctica is likely to become a major concern during the next few years. It clearly illustrates the idea that the environment is a delicate system. One could therefore legitimately ask the question "How can a fragile environment be protected against exploitation?" using the Antarctic as the context. This may be achieved through the following sequential approach:

● The study of spatial patterns and the physical, economic, social and political processes which determine them.  
● Ensuring that learning objectives are clearly defined in terms of knowledge, concepts, skills/techniques and values and attitudes.  
● Meeting the individual learning needs of all students, including the "gifted" and the "least successful".  
● In-depth investigation of case studies taken from local, national, international and global settings, to ensure appropriate coverage of differing economic and political systems.  
● Providing opportunities for young people to explore and express their feelings about important concerns, based on knowledge and understanding.

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The village of Chalk in the Hunza Valley

## Start planning continued

people (aged 17 to 23) into the field on 32 expeditions. The emphasis is split equally between the requirement of youth to rise to an adventurous challenge as part of a team, and the need of the host country to see some concrete results in terms of scientific knowledge or community benefit.

At the time of writing, there are two villages a mile apart in the Karakoram Mountains in northern Pakistan, and in order to get from one to the other by truck, the villagers have to travel eight miles along rough roads. They have neither the resources nor the manpower to build a connecting road, but by the time you read this, Raligh's volunteers will have built that road with picks, shovels, sledge hammers and wheelbarrows. Drawn from 12 different countries, they worked side by side with Pakistani volunteers, provided through the Adventure Foundation of Pakistan (Pakistan's equivalent of Outward Bound) and local villagers in the programme of road construction.

Before they built the road, the same volunteers mapped the solid geology of the Khunjerab Pass at an altitude of 16,000 feet, where Pakistan meets with China, and Afghanistan, Russia and India are just out of view behind snow-capped peaks. There they found clear evidence of the collision between the continents of India and Asia that gave birth to the Himalayan range a mere (in geological terms) 100 million years ago.

Then they joined Dr Afzal, a zoologist from the Pakistan Science Foundation, and gathered a sufficiently comprehensive collection of insects to establish that the high-yielding vari-

ety of cabbage recently introduced as a cash crop in the Hunza valley is not such a good idea as it looked: the population of sap-sucking insects had thrived on the cabbages, and the ecological balance was in the course of being altered with unforeseen and unpalatable consequences for endemic species of plants and animal life. Likewise, the introduction of poplars and willows, whose roots bind a potentially unstable soil, has attracted an influx of sparrows; these in turn prey on the insect population at the expense of local species, which then move out or become extinct. The delicate ecological balance of the local environment is being significantly, albeit undramatically, changed.

This kind of information is of critical importance to environmental planning, and demonstrates clearly the useful role that young people with limited experience and competent supervision can play. It also provides experience that is invaluable for prospective geographers.  
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## New worlds

Children's Atlas. By David and Jill Wright. George Philip £6.95. 0 540 05527 1. Children's World Atlas. By Jacqueline Tivers and Michael Day. John Bartholomew £3.95. 0 7028 8250 X. Atlas of Today. By Jon Snow. Kingfisher £6.95. 0 86272 254 3.

In a rapidly changing world few books become out-of-date faster than atlases, and there is a constant need for schools to discard old stock and purchase new sets which more accurately reflect the current state of the world's economic and political structure. These three atlases are excellent examples of the current state of the art and would make sound contributions to the geographical, social and multicultural education of young children.

Philip's *Children's Atlas*, while apparently expensive, is a substantial book aimed at the primary age range. Written by two teachers, it shows a clear awareness of the needs of primary school children in its excellent use of colour and page design, and contains quiz questions, activity ideas and puzzle pictures to enhance interest. Much would be gleaned by a child from either casual browsing or more detailed teacher-directed study of its pages.

The illustrations are relevant and interesting, and there are none of the hackneyed and out-of-date stereotypes of cultural characteristics so prevalent in primary school texts. Clear guidance is offered in the use of

the atlas and a quite comprehensive, but comprehensible, index is included. The Bartholomew *Children's World Atlas*, while cheaper, is much less substantial. However, it is aimed at the six to eight-year-old range and therefore quite correctly has simplified the content and approach to meet the perceived needs of the target group. Much of the political detail has been omitted but clever use of colour and symbols has shown up clearly the social and economic differences within and between countries. Again, oversimplified cultural characteristics are absent. What is missing, regrettably, is an index and any attempt to require children to use the maps or look critically at the information by the use of carefully structured questions or activities.

*Atlas of Today* is written by the ITN journalist Jon Snow and is an excellent attempt to look at the world "behind" the news we see each day on television and in the press. It could easily be used throughout the junior and secondary age ranges to broaden children's background knowledge of political issues and encourage them to avoid the glib and often unfounded opinions picked up from the adult world of prejudice, bigotry and self-interest.

The topics range from spheres of influence, religion, wealth, education, food and women's rights to pollution and the diminishing wild areas of the world. The text is presented in a factual, non-polemical way.

All three would be well worth a look by primary school teachers interested in presenting accurate world information in a clear, intelligent way.

Paul Hartley

BRIAN GREASLEY

with all nations sharing decisions about the continent's future. What are your feelings about the issue? Students could write or express their views about the issue, following group and class discussion.  
*How are planning decisions made?*  
The roles of the Antarctic Treaty members, the United Nations, transnational companies and environmental groups such as Greenpeace could be reviewed in the context of Antarctica.  
*Progression and continuity*  
It was felt that progression and continuity should be regarded as central to curriculum planning. This could be achieved in a number of ways.  
*Through a spiral approach to the study of key concepts*  
The concept of conflict about space could be explored in the context of the Isle of Dogs in year 1, and reinforced in studies of apartheid in South Africa in year 2 and of global spheres of influence in year 3.  
*Through increasing the complexity of issues studied*  
As the students mature, they could become involved with issues which focus on a more complex interplay of concepts.  
*Through an increase in the spatial scale of study*  
In year 1 students may study issues within local and regional (British) contexts; in year 2 in national contexts outside Britain and in year 3 in international and global contexts.  
*Through the development of skills and techniques*  
Skills of collecting, communicating, interpreting, evaluating and synthesizing information are matched to students' developing cognitive abilities.  
*Through increased demands on students' language skills*  
The project has benefited from the guidance of a special educational needs co-ordinator.  
*Through the systematic planning of teaching and learning strategies*  
This is essential in order to avoid the problem of older, and perhaps poorly motivated students being introduced to unfamiliar strategies in later years.  
*Collaboration*  
The project has demonstrated that, with the increasing sophistication required in the development of courses, the central traditions of curriculum development in geography are even more crucial. Teachers should have the opportunity to be involved creatively in writing curriculum materials and to work collaboratively with advisers and other supportive agencies.

Consideration could be given to the range of current scientific research in Antarctica, the potential of the continent's mineral resources and the effects of exploitation. Students could be asked to undertake a decision-making exercise based on locating the most appropriate site for a mining company in Antarctica, as a means of gaining insights into the development problems.  
*What alternative solutions are there?*  
Students could be encouraged to take part in group discussion to decide which of three possible solutions to the future of Antarctica they would prefer: the declaration of the area, by the United Nations, as a World Park; joint government by members of the Antarctic Treaty; global government.

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- AN EQUAL  
OPPORTUNITY EMPLOYER



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Application forms (and further details) available from and returnable to the Headteacher concerned. Please state clearly the post in which you are interested.

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**DOWNSIDE INFANTS**  
Downside Road, London E15 2BS  
(plus Social Priority Allowance). (2 infant classes, 1 Nursery class).  
Head: Miss S. J. Brodia

**NEWPORT INFANTS**  
Newport Road, London, E10 6PJ  
(plus Social Priority Allowance).  
Head: Mrs. M. Morris

**WOODSIDE INFANTS**  
Wood Street, London E17 3JX  
(plus Social Priority Allowance).  
Head: Mrs. B. Reiney

**CHASE LANE INFANTS**  
New Road, London, E4 8LA  
Head: Mrs. P. Browne

**EDWARD REDHEAD INFANTS**  
Higham Hill Road, London E17 6ED  
(Reception class)  
Acting Head: Mrs. R. Bernard

**6YBURN INFANTS**  
Bybourn Street, London, E17 8HA  
(Reception Class)  
Acting Head: Mrs. G. Miles

Required to cover Maternity Leave - with effect from January 1988 (unless otherwise stated) in the following schools:

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See also Primary vacancies.

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Closing date: 18th December 1987

Ref: P108

(10/87)

## Hounslow

Education Department  
Appointments to Teaching posts in  
Primary Schools - September 1988

Hounslow is one of the Outer London Boroughs to the west of the capital. It intends to recruit a significant number of teachers from those who will qualify in the Summer of 1988 and experienced teachers including those wishing to return to teaching, to work with Nursery, Infant and Junior classes.

INSET provision for teachers in Hounslow is well developed and includes a structured induction programme for probationers, which allows them a half day reduction of teaching load. Hounslow maintains a well staffed Teachers' Centre and a comprehensive advisory service to support its teachers.

It is intended that interviews will be held during February 1988.

Application forms, together with further details are obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN, to whom they should be returned by 31 January 1988.

LONDON ALLOWANCE: £798 p.a. is payable.

We are an equal opportunity employer.

## PRIMARY EDUCATION

continued

**BEKLEY**  
LONDON BOROUGH OF  
WALTHAM FOREST  
PRIMARY SCHOOL  
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**WALTHAM FOREST**  
- AN EQUAL  
OPPORTUNITY EMPLOYER

Waltham Forest is a multi-racial area and we are anxious that this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origin, age, disability, marital status, sex or sexual orientation.

Application forms (and further details) available from and returnable to the Headteacher concerned. Please state clearly the post in which you are interested.

MPG Teachers required January 1988 or as soon as possible in the following schools:

**DOWNSIDE INFANTS**  
Downside Road, London E15 2BS  
(plus Social Priority Allowance). (2 infant classes, 1 Nursery class).  
Head: Miss S. J. Brodia

**NEWPORT INFANTS**  
Newport Road, London, E10 6PJ  
(plus Social Priority Allowance).  
Head: Mrs. M. Morris

**WOODSIDE INFANTS**  
Wood Street, London E17 3JX  
(plus Social Priority Allowance).  
Head: Mrs. B. Reiney

**CHASE LANE INFANTS**  
New Road, London, E4 8LA  
Head: Mrs. P. Browne

**EDWARD REDHEAD INFANTS**  
Higham Hill Road, London E17 6ED  
(Reception class)  
Acting Head: Mrs. R. Bernard

**6YBURN INFANTS**  
Bybourn Street, London, E17 8HA  
(Reception Class)  
Acting Head: Mrs. G. Miles

Required to cover Maternity Leave - with effect from January 1988 (unless otherwise stated) in the following schools:

**BARCLAY INFANTS**  
Canterbury Road, London, E10 6EJ  
(Nursery)  
Acting Head: Mrs. E. Seamarks

**EDWARD REDHEAD INFANTS**  
Higham Hill Road, London E17 6ED  
(Reception Class)  
Acting Head: Mrs. R. Bernard

**SYBOURN INFANTS**  
Sybourn Street, London E17 8HA  
(Middle Infants)  
Acting Head: Mrs. G. Miles

Part-time teachers are required in the following schools from January 1988 or as soon as possible:

**CHINGFORD CE INFANTS**  
Kings Road, London E4 7EY  
Head: Miss J. Barnetson  
See also Primary vacancies.

To assist in recruitment of teachers to this Authority a playground has been opened for 5 days a week during term-time from 8.30 a.m. - 4.30 p.m. providing for teachers' children from 3-5 years of age.

Closing date: 18th December 1987

Ref: P108

(10/87)

## PRIMARY EDUCATION

continued

**WALTHAM FOREST**  
- AN EQUAL  
OPPORTUNITY EMPLOYER

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(plus Social Priority Allowance).  
Head: Mrs. M. Morris

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Wood Street, London E17 3JX  
(plus Social Priority Allowance).  
Head: Mrs. B. Reiney

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Closing date: 18th December 1987

Ref: P108

(10/87)




1

**DEVE MAGNA SCHOOL,  
MITCHELDEAN**  
**11-16 Comprehensive (Co-educational)**  
**570 on roll.**

**HEAD TEACHER**  
**(Group 8)**

Required for 1st September 1988.  
Further information and application forms  
available from the Personnel Division  
(Secondary Staffing), Room 114, Education  
Department, Slane Hall, Westgate Street,  
Gloucester GL1 2TP. (Please enclose stamped

 **GLOUCESTERSHIRE**  
COUNTY *Opportunities* COUNCIL

**The County Council is an equal opportunities employer  
and positively welcomes applications from all sections  
of the community.**

New Advertisements: 0800 270000 or 01454 724444  
Telephone: 01454 724444/6  
Required for April 1988

## Deputy Headteacher

An experienced and enthusiastic teacher is sought to join the senior management team of this mixed 11-16 comprehensive school. The successful candidate will be responsible for the following:

- The responsibilities are divided amongst the team, and full consideration is given to individual strengths. The school is taking part in many educational initiatives, and candidates are sought who are not only excels in the more traditional roles of the Deputy Head but who are familiar with recent developments in curriculum and administration. The post will give good and wide experience to candidates applying to subsequent Headship. Further details of application forms available from and returnable to the Headteacher.

Reasonable removal expenses will be reimbursed.  
Salary: Deputy Head, Group 11.  
Tenure: April 1st 1988.  
Please apply to the Headteacher.  
Closing date: Friday 1st January 1988.

# CROYDON EDUCATION

## OPPORTUNITIES IN DERBYSHIRE

Applications forms and further details (SASE please) for the following posts from the Head unless otherwise stated. Closing date for most posts

<b>Meths</b>	
<b>Main Scale</b>	HW/1
<b>Hedfield School, Newbyth Lane, Hedfield, Hyde, Cheshire, SK14 4DA</b>	
<b>app 4544 (11 - 16, NOR 708).</b>	
<b>Humanities</b>	
<b>Main Scale (Re-advertisment)</b>	AB/3
<b>(See Term)</b>	
<b>Alders School, Dalton Close, Langley Mill, Nottingham, NG16 4HL</b>	
<b>MI 719477 (11 - 16, NOR 708)</b>	
<b>Closing date for this post (24.03.85) 31 - 11 December 1987</b>	
<b>COMMUNITY EDUCATION</b>	
<b>Community Tutor</b>	GB/4
<b>Main Scale &amp; Allowance 0 LINC Conditions (Re-advertisment)</b>	
<b>Teacher to assume responsibility for the day to day running of the school and neighborhood community. Previous applicants will be reconsidered without the need for application.</b>	
<b>Tupton Hall School, Old Tupton, Chesterfield, Derbyshire, S24 8LG (Newfield 852177).</b>	
<b>Community Tutor</b>	GB/3
<b>Main Scale (LINC Conditions)</b>	
<b>(Re-advertisment)</b>	
<b>Tutor for the Riddings Infant/Junior, Ironville and Codner Park Primary</b>	
<b>The Devesh School</b>	
<b>Riddings Infant, West Street, Riddings, Derby, DE9 4EW (Leabrocks 80777)</b>	
<b>SPECIAL NEEDS</b>	
<b>Deputy Head</b>	GB/7
<b>Main Scale &amp; Allowance C</b>	
<b>Teacher to assume responsibility for the day to day running of the unit for</b>	
<b>students who for a variety of personal, emotional and/or physical reasons</b>	
<b>unable to attend main stream schools. Some subject experience required.</b>	
<b>Devesh School, Newton Wells, Bromley Street, Derby, DE1 1JQ (43638).</b>	
<b>* Derbyshire has made proposals to recognise post-primary provision</b>	
<b>1989 in the Derbyshire area to establish 11-16 schools and 2 tertiary colleges</b>	
<b>have been appointed to posts indicated * will continue in employment with</b>	
<b>the Authority after notice are received. However it is to be noted that there are</b>	
<b>no guarantees for appointments at the time of recognition they may as yet be</b>	
<b>needed in schools.</b>	
<b>The Council's policy is that all people receive equal treatment regardless</b>	
<b>of their sex, marital status, sexual orientation, race, creed, colour, situ-</b>	
<b>national origin or disability.</b>	

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**Vardean Sixth Form College**  
BRIGHTON  
Group 10  
Mixed Sixth Form College  
Age range: 16-19  
No. on Roll: 380

## PRINCIPAL

From September 1988

Applications are invited from suitably qualified and experienced teachers with proven management skills.

Application forms and further information (see please) from and returnable to the County Education Officer (ref PT/PL/10) Box 4, County Hall, St Anne's Crescent, Lewes BN7 1BQ.

Closing date: December 21, 1987.

East Sussex is committed to equal opportunities.

## Two Teachers

for Ethnic Minority needs.

Main Scale and Inner London Weighting.

Bond Primary School (0.5) and Gerth High School (0.8)

Applications are invited from suitably qualified teachers for specifically designated posts created to address the needs of New Commonwealth pupils in accordance with the requirements of Section 11 of Local Government Act 1988.

Teachers, appointed from Easter 1988 or as soon as possible, will play a key role in implementing the Local Authority's policies relating to equal opportunities and multicultural education.

Application forms and further details from the Director of Education and Recreation, telephone 01-545 3284.

Closing date: 23rd December 1987

**merton**

Merton is an Equal Opportunities Employer.

All applications will be considered on their merits.

## HEAD

**Daneford School, Congiton, Cheshire, JNC Group III**  
019-272-420-973.

Daneford is a Children's Home maintained by NCH and registered as a C.H.E. catering for up to 58 boys aged from 10-18, many of whom are seriously emotionally damaged. The establishment is structured to create an ethos in which an integrated approach to meeting the individual needs of the boys has been developed. This has involved building an interdisciplinary team of staff working towards common goals. Daneford is now at a vital stage in its development which requires someone of vision and enthusiasm to continue and develop the innovative approach already established. You will probably hold both a teaching and recognised social work qualification and have had extensive experience in working in residential care settings.

Application forms from North West Regional Office, 39-41 Wilson Park Street, Warrington, WA1 1PG. Industrial discussion with the present Headteacher, Mr. Sydney Jones, Tel: 07597 72863. Closing date: 18th December 1987.

**Yeovil Family Centre-Somerset**

## PROJECT LEADER

S.W. Level 3.

We are looking for a creative and dynamic person with appropriate qualifications and experience to lead the work of this family centre to be started in Yeovil by NCH as part of a partnership between Local Authority, Statutory and other agencies in the area. The centre will primarily offer a flexible resource to meet the needs of the local community through the promotion and development of facilities and activities for pre-school and other children, young people and families. You should have skills and experience of team leadership, working with groups and individuals to develop and activate resources, working closely with local residents, community leaders, and workers, in order to promote and enhance the quality of family and community life in the area.

For further details telephone Mr. Bert Lee on 0272 606880 or write to him at Holwood, Channells Hill, Westbury-on-Trym, Bristol BS9 5NY. NCH is a Christian-based organisation.

## Sixth Form Colleges

### Main Scale

**BIRMINGHAM CITY COUNCIL**  
EDUCATION DEPARTMENT  
MAIN SCALE

For April 1988 an enthusiastic and well qualified teacher at history to join vigorous expanding department as well as history at A level and 'DCSE' levels, teaching or either Politics or Sociology at A level.

**CADEBY SIXTH FORM COLLEGE**  
Downland Close all Heath Road, Kings Norton, Birmingham B38 8DZ

Tel: 021-458 8588

Application forms and further details available from the Principal, please enclose stamped addressed envelope.

Closing date 18 December 1987.

The City Council welcomes applications from all sections of the community irrespective of race, colour, sex, age, disability, or disability.

(15003)

## Multicultural Education

### Main Scale Incentive B

### KIRKLEES

**DIRECTORATE OF EDUCATIONAL SERVICES**

**SIRIRY JUNIOR SCHOOL**  
Warp Road, Huddersfield HD1 6HA

Ref: 1167

Applications are invited for a Social Studies Teacher to provide a full range of provision for the Social Studies curriculum in this school. The successful candidate will be required to work within 14 days of the advertisement.

Salary will be paid on the main scale plus allowance.

Application forms and further details (SAFE) please apply to the Director of Educational Services, Siriry Junior School, Huddersfield, HD1 6HA. Tel: 01484 555555. Closing date: 18 December 1987.

Kirklees generally welcomes applications from ethnic minorities.

Kirklees operates an Equal Opportunities Policy. Full details of which will be supplied to all applicants. (15003)

### Main Scale

**EALING LONDON BOROUGH OF**  
EDUCATION DEPARTMENT  
MULTI-CULTURAL EDUCATION SERVICE

Applications are invited from suitably qualified teachers with appropriate experience for two posts based with the Community Education Service in South London.

The successful candidate will be responsible for the development of the service and for the provision of support and advice to teachers and other staff in the area.

Both posts are available on a full-time basis. The successful candidate will be responsible for the development of the service and for the provision of support and advice to teachers and other staff in the area.

Application forms and further details (SAFE) please apply to the Director of Educational Services, Ealing Education Department, Ealing Town Hall, Ealing, W5 1AP. Tel: 0181-871 1111. Closing date: 18 December 1987.

Ealing is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

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**HUMBERSIDE ENGLISH LANGUAGE TEACHER**  
Required for January 1988, at the English Language Service, 60 Crosby Junior School, Frodingham, South Humberside DN15 7NL. Preferably fluent in English and with experience in collaborative teaching and knowledge of minority ethnic cultures will be an advantage. Application form and further details (SAFE) please apply to the Headteacher, Crosby Junior School, Frodingham, South Humberside DN15 7NL. Tel: 01462 555555. Closing date: 18 December 1987.

**SHEFFIELD COUNCIL**  
SHEFFIELD UNITED MULTI-CULTURAL EDUCATION SERVICE  
Sheffield United Multi-Cultural Education Service (SMUES) is the Authority's attempt to improve education at all levels in the City's black population via Section 11 funding. The main aim of the service is to directly support the development of appropriate policies in this regard and appropriately release some of the existing resources. It is managed ever by an Assistant Education Officer, and we are in the process of appointing a new Officer to replace the one who has retired. The successful candidate will be required to work within 14 days of the advertisement.

**PARK HOUSE SECONDARY SCHOOL**  
Bayer Road, Sheffield S10 2DZ

Applications are invited from suitably qualified teachers with appropriate experience for two posts based with the Community Education Service in South London.

The successful candidate will be responsible for the development of the service and for the provision of support and advice to teachers and other staff in the area.

Both posts are available on a full-time basis. The successful candidate will be responsible for the development of the service and for the provision of support and advice to teachers and other staff in the area.

Application forms and further details (SAFE) please apply to the Director of Educational Services, Sheffield City Council, Sheffield, S1 1AB. Tel: 0114 273716. Closing date: 18 December 1987.

Sheffield is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

## Special Education

### Headships

**REINDEERSHIRE EDUCATION SERVICE**  
HILL CREST SCHOOL FOR CHILDREN WITH LEARNING DIFFICULTIES  
1007 Avenue, Dunstable LU6 2JL

Required for April 1988, Group 5. Estimated number on roll: 11-15 years.

**BITCHMEAD SCHOOL FOR CHILDREN WITH LEARNING DIFFICULTIES**  
1007 Avenue, Dunstable LU6 2JL

Required for April 1988, Group 5. Estimated number on roll: 11-15 years.

Application forms and further details (SAFE) please apply to the Director of Educational Services, Reindeershire Education Service, Hill Crest School, Dunstable, LU6 2JL. Tel: 01525 555555. Closing date: 18 December 1987.

Reindeershire is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

### Main Scale Incentive C

**DERBYSHIRE COUNTY COUNCIL**  
Please see opposite advert (15003)

**HERTFORDSHIRE ST. LUKE'S SCHOOL**  
Herts AL1 7ET

Required for April 1988 an enthusiastic and resourceful teacher to join senior management team and to be responsible for the development of the school's special education provision.

The successful candidate will be responsible for the development of the school's special education provision and for the provision of support and advice to teachers and other staff in the area.

Both posts are available on a full-time basis. The successful candidate will be responsible for the development of the school's special education provision and for the provision of support and advice to teachers and other staff in the area.

Application forms and further details (SAFE) please apply to the Director of Educational Services, St. Luke's School, Herts AL1 7ET. Tel: 0458 555555. Closing date: 18 December 1987.

Hertfordshire is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

Hertfordshire is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

## HIGH CLOSE SCHOOL, WOKINGHAM, KENT PRINCIPAL

Salary: 4(S)  
+ Residential Head's Allowance

Bernardo's London Division is looking for a creative and experienced Teacher to take this thriving residential school into the 1990's.

This person will be expected to lead a large multi-disciplinary team of Teachers, Social Workers and professional support staff and will be responsible for all aspects of management of the establishment. High Close School is a boarding school for 140 boys, who have been assessed under the 1981 Education Act by their Local Education Authority as being in need of this specialised service. Every effort is made to keep the youngsters in touch with their family, by residential and field work staff during the term and in the holidays.

A four bedroomed house is available on campus.

Qualifications: Essential - Qualified Teacher. Desirable - Post qualifying courses for "Special needs Children" and/or CQSW.

Black people and members of other minority ethnic groups are under-represented in the London Division and we particularly welcome applications from these groups.

Bernardo's is a Christian Child Care organisation and offers conditions of service broadly in line with Local Authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable pension.

An information pack and application forms are available from Staff Recruitment Section, London Division, Tanners Lane, Berkingside, Ilford, Essex IG8 1QG. Tel: 01 551 0011.

Enquiries to: Sue Woodcock, Assistant Divisional Director (see above).

CLOSING DATE FOR APPLICATIONS: 18th December 1987.

Interviews will be held at High Close School on the 18/19 February, 1988 with a view to the new Principal starting at the beginning of the Summer Term.



Barnardo's

## EDUCATION DEPARTMENT

## Headteacher

Fordwater Special School, Chichester

Salary: Group 5 (S)

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this 2-19 special school for children with severe learning difficulties, with 73 on roll. The school is well supported locally and enjoys close links with the community both in Chichester and the surrounding district. It is intended to make an appointment for April 1988.

Application form and further details available from Area Education Officer, Ambassador House, Orange Street, Chichester, West Sussex, PO19 1TP (see page 15003).

Closing date: 18th December, 1987.



West Sussex

## SPECIAL EDUCATION

continued

### Main Scale Incentive B

### BUCKINGHAMSHIRE

**CHILTERN DATE SCHOOL**  
Verney Avenue, High Wycombe, Bucks. HP12 3NE

Required for January 1988, an enthusiastic and resourceful teacher to join senior management team and to be responsible for the development of the school's special education provision.

The successful candidate will be responsible for the development of the school's special education provision and for the provision of support and advice to teachers and other staff in the area.

Both posts are available on a full-time basis. The successful candidate will be responsible for the development of the school's special education provision and for the provision of support and advice to teachers and other staff in the area.

Application forms and further details (SAFE) please apply to the Director of Educational Services, Chiltern Date School, Verney Avenue, High Wycombe, Bucks. HP12 3NE. Tel: 0494 555555. Closing date: 18 December 1987.

Buckinghamshire is an Equal Opportunities Employer. Full details of which will be supplied to all applicants. (15003)

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## Assistant Manager

### SPECIAL NEEDS FACILITY

### WOKINGHAM ADULT TRAINING CENTRE

£8,790 - £10,647 (£8,988 - £10,887 from 1/7/88)

We have commissioned a special facility for up to 15 people with profound multiple handicaps. We are looking for someone with initiative and expertise who will lead a team where the main emphasis will be on vigorously upholding the rights and dignity of the members, pursue individual programme plans and practice integration through 'normalisation'. The needs of this client group have, until recently, usually only been met in a hospital type environment.

The postholder will supervise the day-to-day activities of staff in the unit and should feel confident in dealing with the managerial and administrative duties. Some members of the client group will display challenging behaviour and imaginative and creative ways of working with these members is expected. As a member of the management team in the Centre, there will be opportunities to influence decision making and developmental policy as the facility evolves. Some experience in working in a multidisciplinary setting and seeing the advantages of different disciplines dealing with the needs of the individual would be desirable. The special needs facility is to be an integral part of the activities of the Adult Training Centre where the emphasis is on social, community, leisure and living skills.

Applications are invited from people who are: (1) Qualified in a relevant field of study; (2) Have experience in a similar post; (3) Have experience in working with people with profound multiple handicaps; (4) Have experience in working with people with challenging behaviour; (5) Have experience in working with people with profound multiple handicaps; (6) Have experience in working with people with challenging behaviour; (7) Have experience in working with people with profound multiple handicaps; (8) Have experience in working with people with challenging behaviour; (9) Have experience in working with people with profound multiple handicaps; (10) Have experience in working with people with challenging behaviour; (11) Have experience in working with people with profound multiple handicaps; (12) Have experience in working with people with challenging behaviour; (13) Have experience in working with people with profound multiple handicaps; (14) Have experience in working with people with challenging behaviour; 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# INDEPENDENT EDUCATION continued

## Music

## Other Assistants

**CLWYD**  
PONTFRAITH COLLEGE  
Cwm Ynys, North Wales LL20 6DA  
Singing and Gay School for 300 Girls, O.S.A.  
A new post. An enthusiastic and energetic person to join a busy, well equipped department. The successful candidate will assist in the running of the school and be able to inspire and motivate the pupils. Please apply to the Headmistress, Pontfrith College, Cwm Ynys, North Wales LL20 6DA. Tel: 01555 555555.

**OXFORD**  
RYE ST ANTHONY SCHOOL  
Part-time teacher of Woodwind instruments required for January 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Rye St Anthony School, Fulham Lane, Reading RG1 1JH. Tel: 01865 555555.

**PERTHSHIRE**  
RANNOCH SCHOOL  
Part-time teacher of Woodwind instruments required for January 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Rannoch School, Rannoch, Perthshire, or Tel: 01865 555555.

**SHROPSHIRE**  
SILVERSMERE COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Silvermere College, Silvermere, Shropshire, or Tel: 01865 555555.

**SHROPSHIRE**  
SILVERSMERE COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Silvermere College, Silvermere, Shropshire, or Tel: 01865 555555.

# Physical Education

## Other Assistants

## EAST SUSSEX

**ROBEAN SCHOOL**  
Brighton  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Robean School, Brighton, or Tel: 01273 555555.

**ROBEAN SCHOOL**  
Brighton  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Robean School, Brighton, or Tel: 01273 555555.

**SHROPSHIRE**  
SILVERSMERE COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Silvermere College, Silvermere, Shropshire, or Tel: 01865 555555.

**SHROPSHIRE**  
SILVERSMERE COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Silvermere College, Silvermere, Shropshire, or Tel: 01865 555555.

**HERTFORDSHIRE**  
HUNTERS HILL COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Hunters Hill College, Hunters Hill, Hertfordshire, or Tel: 01865 555555.

**HERTFORDSHIRE**  
HUNTERS HILL COLLEGE  
Part-time teacher of Music required for September 1988. Salary according to ISM rate. This post could be committed to a full-time basis. Apply to the Headmistress, Hunters Hill College, Hunters Hill, Hertfordshire, or Tel: 01865 555555.

# PREPARATORY SCHOOLS continued

## By Subject Classification

## English

## Other Assistants

## SUSSEX

**ROYAL RUSSELL JUNIOR SCHOOL**  
Croydon  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Royal Russell Junior School, Croydon, or Tel: 01865 555555.

## Mathematics

## Other Assistants

## Geography

## Heads of Department

## West Sussex

**BRADWATER MANOR SCHOOL**  
Worthing  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Bradwater Manor School, Worthing, or Tel: 01865 555555.

## Mathematics

## Other Assistants

## Northamptonshire

## Other Assistants

## Other Assistants

## Other Assistants

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# ST. MARY'S SCHOOL ASCOT

RC Boarding School for 320 girls 10-18, 80 in the Sixth Form

## SENIOR HOUSEMISTRESS

Required for April or September 1988, a well qualified and experienced Housemistress to be responsible for a House of 60+ girls.

Applicants must be teachers and practicing R.C.

- Salary: above Baker Scale
- Accommodation: Family House
- Any teaching subject considered

Please write for further details and an application form to:

The Headmistress,  
St. Mary's School,  
Ascot,  
Berks.  
SL5 9JF

(11/88)

# THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Required for September

## DRAMA TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milescot Hill, London NW7 2RX with cv and names of two referees.

(11/88)

# CENTRAL SCHOOL OF BALLET

## AN UNUSUAL OPPORTUNITY

Central School of Ballet is a vocational training school which aims to graduate dancers of the highest technical standard. It also aims to develop young people maturing into adulthood through A-level work, visits to galleries etc.

We are seeking someone (full or part-time) who would be interested to co-ordinate this work i.e. A-levels (English, Art, Maths, Biology, Dance) alongside Music, Choreography, Dance History, to liaise with the teachers and work taking place in the studios and also to run the small, well organised library.

We also need a teacher of A-level English as soon as possible. This task may be combined with the above, or not.

If you are interested please write to Ann Stannard, Central School of Ballet, 10 Harbal Hill, Clarkswood Road, London EC1R 6EJ.

(11/88)

# LA RETRAITE PREPARATORY SCHOOL SALISBURY (I.A.P.S.)

Group 2 Girls 3-11, Boys 3-7

## HEADTEACHER

The Governors invite applications for the above post for September 1988, following the retirement of the present Headmistress. The post includes Class Teaching in the 7-9 years age range.

Roman Catholic preferred.

Further details available from The Headmistress, La Retraite Preparatory School, St. Mark's Avenue, Salisbury, SP1 3DF. Tel: 01272 333047.

(11/88)

# BEACHBOROUGH

## HEAD

required in September 1988, to succeed Mr. S.J. Carder who has been appointed to Eagle House.

Beachborough has 170/180 boys and girls, boarding and day, ages 4-13.

For full details apply to The Chairman of Governors, Beachborough, Westbury, Wiltshire, NN18 8LS.

The Closing date for applications is January 15th, 1988.

(11/88)

# FONTHILL SCHOOL TRUST LIMITED SUSSEX

## HEAD

Required for Autumn Term 1988.

FONTHILL LODGE is a private co-educational pre-prep and girls' Preparatory day School, with 130 children.

Applications are invited by 18th December, 1987, for suitably qualified candidates for the post of Head, able to take advantage of exciting prospects for expansion.

For further information, please write to: A.S. Day, Esq., Chairman of the Governors, c/o Fonthill Lodge, Coombe Hill Road, East Grinstead, Sussex.

(11/88)

# HERTFORDSHIRE

## PREPARATORY SCHOOLS continued

## By Subject Classification

## English

## Other Assistants

## SUSSEX

## ROYAL RUSSELL JUNIOR SCHOOL

Croydon  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Royal Russell Junior School, Croydon, or Tel: 01865 555555.

## Mathematics

## Other Assistants

## Geography

## Heads of Department

## West Sussex

## BRADWATER MANOR SCHOOL

Worthing  
Rel: 473  
Age: 54 - 18  
Required from 11th February 1988 during the term. The successful candidate will be responsible for the physical education of the school. Please apply to the Headmistress, Bradwater Manor School, Worthing, or Tel: 01865 555555.

## Mathematics

## Other Assistants

## Northamptonshire

## Other Assistants

## Other Assistants

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## APPOINTMENTS IN SCOTLAND continued



**Tayside  
Regional Council**

### EDUCATION DEPARTMENT PRIMARY AND SECONDARY SCHOOLS IN ANGUS INSTRUMENTAL TEACHERS/ INSTRUCTORS OF VIOLIN/VIOLA (2 POSTS)

(RE-ADVERTISEMENT)  
PRIMARY AND SECONDARY SCHOOLS IN PERTH CITY  
INSTRUMENTAL TEACHER/  
INSTRUCTOR OF PIANO

Instrumental - Salary Range £13,961 to £22,000  
Teacher - Salary Range £8,001 to £12,000  
Applications are invited for the above full-time permanent posts. The successful applicants will be required to undertake additional duties in support of the Central Music Service in Angus and the Music Centre in Perth. For an Instrumental Teacher, the successful applicant will be required to teach on a full-time basis in Angus and on a part-time basis in Perth. For an Instructor of Piano, the successful applicant will be required to teach on a full-time basis in Perth. The successful applicant will be required to have a minimum of 5 years' experience in the post of Instrumental Teacher or Instructor of Piano. For further details and an application form, please contact the Education Department, Tayside Regional Council, 100, Victoria Road, Perth, Perthshire, Scotland, PH1 1JH. Tel: 0746 622222. Closing date: 15th December 1987.

TAYSIDE REGIONAL COUNCIL  
AN EQUAL OPPORTUNITIES EMPLOYER

**ilea** Working in Education

### LONDON COLLEGE OF FURNITURE Principal/Dean £25,473 inc. (Group 5)

Applications are invited for the post of Principal/Dean of this specialist College which is vacant following the retirement of the previous Principal.

The College is a maintained College of the Inner London Education Authority and from September is managed by the City of London Polytechnic with faculty status. With departments spanning Furniture and associated activities, Contract Furnishing and Interior Design, Music Technology including electronics in music plus Communication and Foundation Studies, the College has strong links with industry and makes a local and national contribution to specialist education provision with both advanced and non-advanced courses.

Candidates for this challenging post must have a philosophical commitment to publicly funded education and the vision to identify future possibilities for the College as an academic faculty within the City of London Polytechnic. Applicants must also have a commitment to, and demonstrate a proven record in the development of equal opportunities, and the ability to bridge the divide between education and industry, and have and be able to sustain in others, high standards of educational quality and administrative efficiency.

For further details and an application form, to be returned by 18th December 1987, contact ILEA/PS/FE4, Room 2574, The County Hall, London SE1 7PB or telephone 01-533 7725.

Inner London  
Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

All advertisements  
are subject to the  
conditions of  
acceptance of  
Times Newspapers  
Ltd, copies  
of which  
are available  
on request

### Colleges of Further and Tertiary Education

#### Heads of Department

**RICHMOND  
UPON THAMES  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES**

**EDUCATION COMMITTEE  
RICHMOND UPON  
THAMES COLLEGE**

**JOPHEA OF  
DEPARTMENT OF ARTS**

Salary Scale: £13,451 - £17,255 plus £785 Overtime London Allowance (pro-rata)

Half-time Development Officer and Public Relations Officer - 0.5 start in January. Apply by letter enclosing a c.v. to: Administrative Assistant (Personnel), Richmond Upon Thames College, Twickenham Road, Twickenham, Middlesex, TW9 7SL. To be returned by 15th December 1987. (15854)

### DEPARTMENT OF PERFORMING ARTS & MEDIA STUDIES

#### PRINCIPAL LECTURER/ DIRECTOR OF MUSIC STUDIES

This is a Principal Lectureship appointment but for a candidate of appropriate quality the position of Readership will be available. Associated with the title of Readership will be the opportunity to appoint a Research Assistant.

Candidates must display a strong empathy for band music in view of the Department's innovative courses (including the new BA degree) in band musicology.

### DEPARTMENT OF FOOD & HOME ECONOMICS

#### SENIOR LECTURER IN HOTEL AND CATERING

A suitably qualified candidate for one of the leading Catering Sections in the country.

Application form and further particulars may be obtained from the Principal, Frederick Road, Salford M6 6PU, to whom completed forms should be returned by 18 December 1987. (15157)

**Salford College of  
Technology**

## Keighley College

### KEIGHLEY COLLEGE FACULTY OF BUSINESS AND GENERAL EDUCATION

Applications are invited from suitably qualified persons with substantial successful experience in Further Education for the post listed below.

#### HEAD OF FACULTY (GRADE V)

This is a key post created as a result of a major College Re-Organisation designed to take the College forward into the 1990's. The College provides a stimulating environment from which its aims to serve the Community and from which it receives generous support. The post offers an excellent opportunity for an ambitious and highly motivated educationalist who enjoys working within a Management Team.

The Faculty consists of the Division of Computing and Office Technology, the Division of General Education and Foundation Skills, and the Division of Business and Administrative Studies. Each Division is headed by a senior member of staff.

Application forms and further details are available from the College Administration Secretary, Keighley College, Cavendish Street, Keighley, West Yorkshire. Telephone: 01947 735394.

Previous applicants will not be automatically reconsidered and should submit a fresh application.

The closing date for completed application forms is Friday 18 January 1988. Interviews will take place on 25 and 26 January 1988.

Appointment to this post will be made subject to the successful applicant meeting the requirements of the Joint Circular: Protection of Children, Disclosure of Criminal Background.

The College is part of a racially and culturally diverse Community. It is committed to a positive recognition of that diversity in all aspects of its activity and as an Equal Opportunities Employer welcomes applications from candidates of any age, sex, race or disability, unless otherwise stated.

Discrimination in an ethnic minority language of this Community would be an advantage.

### TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London, N15, 4RU.

Telephone: 01-802-3111

Principal: Mr. L. Macmillan, B.A.

Applications are invited for the following full-time vacancies

#### DEPARTMENT OF BUSINESS AND ADMINISTRATIVE STUDIES

1. LECTURER GRADE I IN PUBLIC AND BUSINESS ADMINISTRATION to teach Public Administration modules in the BTEC National Certificate and Organisations.

#### DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY

2. LECTURER GRADE I IN BEAUTY THERAPY to teach on a variety of courses including BTEC, CGLI and CPVE.

**SALARIES: LECTURER GRADE I:**  
On a scale rising to £13,070 per annum inclusive of London Weighting. (Starting salary according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details of the above posts from the Vice-Principal (JHS).

Closing date 18 December 1987. (15156)

**Haringey**  
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

## Lancashire County Council

An Equal Opportunity Employer welcoming applications from all sections of the community.

### ACRINGTON AND ROSSENDALE COLLEGE

Sandy Lane, Ayrington (Group 6)

#### LECTURERS (TWO POSTS) - Lecturer I

Both posts are required by the Department of Food and Fashion.

(A) FOOD AND BEVERAGE SERVICE - Required from January 1988 or as soon as possible thereafter. Applications are invited from suitably qualified persons, preferably with teaching experience and a commitment to education and training with good industrial experience to teach students on the following courses: City and Guilds 705/1, 707/1 and BTEC Diploma in Catering and Institutional Operations.

(B) NURSING/CARE STUDIES - Required as soon as possible on a temporary basis until 30th June 1988. Must be qualified RPN/Health Visitor to teach Nursing and Care Skills to students on Care Courses.

Application forms/further details for the above two posts are available from/returnable to the District Education Officer, Ewbank House, Cannon Street, Ayrington (SAE please).

Closing date: 17th December 1987. (15159)

### COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

#### Other Appointments

##### DERBYSHIRE

##### HIGH PEAK COLLEGE

##### LECTURER IN TOURISM AND TRAVEL

An appointment with APTA approved status and recent experience of the retail travel trade, who wishes to develop a broad based Tourism and Business Studies involvement.

Further details and an application form are available from The Principal's Secretary, High Peak College, Horbury Hill, Gorton, Derbyshire SK17 8JZ.

Closing date - 18 December 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin or disability. (15541) 250065

### ESSEX BASILDON COLLEGE OF FURTHER EDUCATION

Basildon, South Essex. Essex Tel: 288881

#### DEPARTMENT OF GENERAL

#### LECTURER IN ENGLISH/COMMUNICATIONS

English studies preferred. Teacher training is desirable. Salary scale: Lecturer £8,554 - £13,888 (plus Overtime) plus £200 per annum.

Application form to be returned by 18th December 1987. For further details from the Principal. (15881) 250026

##### LANCASHIRE

##### SKELMERDALE COLLEGE

##### LECTURER IN PHYSICAL SCIENCES

Grade I Lecturer. Required January 1988 or as soon as possible to join the BTEC team at the above College.

Application form and details available from/returnable to the Principal at the above College. (15451) 250026

### Southall College of Technology

The London Borough of Ealing has a significant Asian and Afro-Caribbean population. In responding to the needs of the local Southall community, we are currently seeking to appoint staff committed to working in a multi-ethnic setting.

### COMPUTER STUDIES & INFORMATION TECHNOLOGY

Lecturer required with relevant full-time teaching and industrial experience to act as Course Co-ordinator and teach appropriate modules on a range of full-time and part-time Computer Studies courses.

Salary: Lecturer II Scale £8,595-£13,868 plus £1,215 London weighting per annum.

Application forms and further particulars available from the CAO, Room 21A, SOUTHALL COLLEGE OF TECHNOLOGY, Basconfield Road, Southall, Middx, UB8 1DP. Telephone 01-574 3445. Forms returnable within 14 days of appearance of advertisement.

Ealing Council and the College welcome applications from all, regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities, handicaps and gay men. (15104)

## Wirral Metropolitan College

Principal: J. A. (Hon) Blundell, BA (Hons)

#### LECTURER I - GEOGRAPHY & RELATED SUBJECTS

(Ref: Ex/40)

#### LECTURER I - ENGLISH AND GENERAL/ COMMUNICATION STUDIES

(Ref: Ex/50)

#### LECTURER I - ELECTRICAL ENGINEERING

(Ref: Ex/51)

Qualifications and experience in Electrical installation work are essential.

All posts commence 1 January 1988 or a.s.a.p. thereafter.

Application forms and further particulars for all posts available from the Deputy Principal's Secretary, Wirral Metropolitan College, Capestown, Wirral, Merseyside, L47 7AY.

CLOSING DATE: WITHIN TEN DAYS OF THE APPEARANCE OF THIS ADVERTISEMENT. (15154)

### dacorum college

Hertfordshire County Council  
An Equal Opportunity Employer

### DACORUM COLLEGE

H.M. Youth Custody Centre, The Mount, Bovington, Hemel Hempstead, Hertfordshire

Required as soon as possible

#### LECTURER GRADE I for BASIC EDUCATION

To assist in planning, to teach within and to co-ordinate the Basic Education programme within the Youth Custody Centre.

#### LECTURER GRADE I for CONTINUING EDUCATION, ART CRAFT AND DESIGN

To teach within and co-ordinate the Continuing Education Programme, and to take responsibility for Art, Craft and Design at this new Youth Custody Centre, due to open in Spring 1988.

The salary on appointment will be within the range of £8943 to £11,985, on a scale rising to £19,985, plus £308 p.a. London Fringe Allowance.

Further details and application forms are available from the Principal's Secretary at Dacorum College, Marlowes, Hemel Hempstead, Herts HP1 1HD, on receipt of a stamped addressed envelope.

CLOSING DATE, THURSDAY 31 DECEMBER 1987. (15151)

marlowes-hemel-hempstead-herts HP1 1HD-tel 63771

### WILLESDEN COLLEGE OF TECHNOLOGY

Acting Principal: P E Russell, BSc (Eng), CEng, MICE, FIMechE, FIWEM FRAA

### DEPARTMENT OF SCIENCE Lecturer I in Mathematics

Applications are invited for the above post as soon as possible.

The successful candidate will be expected to be able to teach Mathematics and Statistics at varying levels from basic numeracy to 'A' level, including GCSE and BTEC courses.

The person appointed will have to take an active part in assisting the Senior Lecturer in the maintenance and organization of the Maths laboratory.

The successful candidate will also assist the Section leader in charge in other organizational tasks within the section.

Applicants must hold a degree or an equivalent qualification in Mathematics and a teaching qualification is desirable.

### Lecturer I - Computer Studies

Application are invited for the above post to teach on BTEC National, GCSE, CPVE and similar courses. Candidates should possess a degree in a relevant discipline and be able to teach a variety of Computer languages. Familiarity with educational software and professional business packages is desirable. Recent commercial experience and/or familiarity with BTEC, GCSE, CPVE and City & Guilds courses would be an advantage.

Salary Scale: Lecturer I: £8,058-£13,080 p.a. inclusive of London Allowance. BTEC is fundamentally committed to multi-cultural education. BTEC is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origin, age, marital status or gender and from teachers and gay men and disabled persons. Job shares welcome.

Application forms (SAE) and further details of the posts can be obtained from The Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01 461 3411). Returnable within 14 days. (15137)

**London Borough of  
BRENT**

Required for immediate appointment:

#### Lecturer 1 - Business Studies

To teach over a range of academic and business related courses up to 'A' level, BTEC National. A willingness to offer Finance and Accounting will be particularly welcomed.

#### 0.5 Lecturer 1 - ESL/Communications

To give ESL support to the Faculty of Language, Literature and Communications in the College and to teach communication skills to vocational students across the College.

#### 0.5 Lecturer 1 - (2 posts) - Mathematics

To teach mathematics at 'A' level and GCSE. A willingness to offer numeracy skills and an interest in computing will also be welcomed.

#### 0.5 Lecturer 2 - Art/Textiles

To teach Art up to 'A' level and to develop a new Textile facility. The person appointed would be Art trained, with some experience in the field of Textiles. This post is advertised as half of a job share.

Application forms from: Personnel & Office Services Manager, Elm Park College, Elm Park, Bannmore, Middx., HA7 4BQ. Telephone: 01-964 9481.

Closing Date: 4.1.88. (15136)

**harrow  
COLLEGES**

### ELM PARK COLLEGE

Required for immediate appointment:

#### Lecturer 1 - Business Studies

To teach over a range of academic and business related courses up to 'A' level, BTEC National. A willingness to offer Finance and Accounting will be particularly welcomed.

#### 0.5 Lecturer 1 - ESL/Communications

To give ESL support to the Faculty of Language, Literature and Communications in the College and to teach communication skills to vocational students across the College.

#### 0.5 Lecturer 1 - (2 posts) - Mathematics

To teach mathematics at 'A' level and GCSE. A willingness to offer numeracy skills and an interest in computing will also be welcomed.

#### 0.5 Lecturer 2 - Art/Textiles

To teach Art up to 'A' level and to develop a new Textile facility. The person appointed would be Art trained, with some experience in the field of Textiles. This post is advertised as half of a job share.

Application forms from: Personnel & Office Services Manager, Elm Park College, Elm Park, Bannmore, Middx., HA7 4BQ. Telephone: 01-964 9481.

Closing Date: 4.1.88. (15136)

### NORTH HERTS COLLEGE

Broadway, Letchworth

### Lecturer I in Welding and Fabrication

Required to commence 1 January 1988 or as soon as possible thereafter.

Applicants should be suitably qualified in welding and fabrication and have relevant industrial and teaching experience.

Salary Scale £8943 - £11,985

Application form and further details available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts SG4 0JD. (SAE please). (15152)

**Hertfordshire  
County Council**  
An Equal Opportunity Employer

## JORDANHILL COLLEGE

### ASSISTANT PRINCIPAL

Following the appointment of the present occupant to the post of Principal of Grange College of Education, the Jordanhill Governors invite applications for the post of Assistant Principal. Applicants should have high qualifications and administrative experience, and should be registered, or be capable of being registered, with the General Teaching Council for Scotland.

The successful applicant will initially have as a main responsibility the work of the Inservice Division of the College, with such other college-wide duties as may be appropriate to the appointee's experience and interests.

The Inservice Division provides extensive support for those who have received their initial training as primary and secondary teachers, community education workers and social workers. The Division also offers both award-bearing courses and consultancy in schools and other agencies.

The appointment will be from 5th January, 1988, or such later date as may be mutually agreed.

Salary - (Head of Department) £22,388 p.a. (Review Pending). Application forms and further particulars may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRIDGE DRIVE, GLASGOW G13 1PP (Tel: 041-869-1232 Ext. 200). Completed forms should be returned not later than FRIDAY, 18th DECEMBER, 1987. (15157)

### West Sussex County Council EDUCATION DEPARTMENT

### Head of Department of Technology (Grade IV)

Northbrook College Design & Technology, Worthing

Salary is in accordance with the Southern FE Report on an incremental scale within the range £16,704-£18,714 p.a. (pay settlement pending) starting point dependent upon qualifications, training and experience.

Applications are invited from suitably qualified people with experience in Education and Industry. Applicants must be committed to the provision of courses which meet the needs of local and national industry.

Further particulars and application form available from the Personnel Officer, Northbrook College Design & Technology, Broadwater Road, Worthing, West Sussex BN14 6AU on receipt of a large stamped addressed envelope, or telephone Worthing (0903) 31448.

Closing date 18 December 1987. (15157)

**west sussex**

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## BARKING COLLEGE OF FURTHER EDUCATION

### Organiser for Literacy and Numeracy

RE-ADVERTISEMENT  
(Lecturer Grade II)

Applications are invited for the above post, vacant from January 1st, 1988, from a suitably qualified person to teach literacy, numeracy, preferably organising experience.

Application forms and further particulars are available from: Chief Education Officer, Education Department, Town Hall, Barking, Essex IG11 7LU.

**Barking & Dagenham**

Completed applications should be returned by 18th December 1987 - Previous applicants need not re-apply.

Education Department  
An Equal Opportunity Employer

### DACORUM COLLEGE

Youth & Community Department

### Youth & Community Officer

Applications are invited from suitably qualified and experienced persons to fill the above post.

The person appointed would have line-management responsibilities within the department and would be largely concerned with the management of staff and a wide range of administrative functions relevant to youth work practice and service delivery. He/she would have a liaison and supportive role with voluntary organisations who provide a service to young people.

The department is currently going through many changes and this offers some exciting possibilities for new approaches to youth work practice and innovation.

We are looking for a person who must show evidence of progressive work in the youth service and with a particular interest in social education. He/she should have qualities that would assist us to spear-head the service through its next phase of development.

Such a person would also be committed to carry out the implementation of the authority's agreed policies on race and gender issues.

This appointment is being made at the Lecturer II salary level (£8,995 to £13,650) plus Fringe Area allowance: £308. (Pay award pending).

Hertfordshire County Council operates a CETYCW agreed Staff Development Policy for Youth & Community personnel. The authority has a generous relocation package for staff moving into the area.

Further details and application form from the Principal's Secretary, Dacorum College, Marlowes, Hemel Hempstead, HP1 1HD (0442 83771).

Closing date: 18 December 1987.

Applicants will be considered on the basis of their suitability for the post, regardless of sex, age, race, nationality, marital status or disability.



**Hertfordshire County Council**  
An Equal Opportunity Employer

## Warwickshire County Council

### YOUTH SERVICE

RE-ADVERTISEMENT  
(previous applicants need not re-apply)

### YOUTH WORKER

Salary scale JNC Level 3:  
£13,000-£14,800

Applications are invited for the above post to co-ordinate and develop multicultural youth work in Leamington Spa and Warwick. Applicants should have a sympathetic understanding of the needs of young people from ethnic minority groups. Although an approved qualification in youth work is desirable, candidates with other relevant experience and qualifications will be considered.

Further particulars, job description and application form are available from the Central Area Youth Office, 71 Coten End, Warwick, CV34 4NU, by enclosing S.A.E. 8"x6".

Closing date 21st December, 1987.  
WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER.

### Adult Education

**CROYDON**  
LONDON BOROUGH OF CROYDON  
ADULT EDUCATION SERVICE

LECTURER I - VOCATIONAL ORGANISER  
Applications are invited for the post of Vocational Organiser to be responsible for examination subjects across the Borough.

Salary: Lecturer I £6,843  
£11,865 plus other London allowances of £795.

Closing date: Monday, 18th January.  
Further details from: Adult Education Officer, Town Hall, Croydon CR9 1TF, Tel: 01889 4561. 380000 (138004)

### Assessment Centres

**LANCASHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer  
Employer welcomes applications from all sections of the community.

Re-advertisement  
Preston County Council has a vacancy for a **RESEARCH SUBJECTS 5-15 yrs** Main Scale 4 Incentive Allowance 5  
Required 1st May or sooner, if available.  
Ability to play piano and experience in teaching children with special needs an advantage. Previous applicants will be automatically considered.  
For application form and details to whom completed forms should be sent, see Chief Education Officer, PO Box 81, County Hall, Preston PR1 8RJ.  
Closing date: 17th October 1987. (103608) 420000

### DACORUM COLLEGE OF FURTHER EDUCATION

### Youth & Community Worker - (Team Leader, Hemel Hempstead East)

We are looking for a qualified YOUTH WORKER to join our energetic Divisional Team providing social education to young people in the Dacorum area. Our priorities at present include implementation of Hertfordshire's youth service policies on race and gender issues.

The successful applicant will be responsible for a busy New Town Youth Centre and will lead the Area Team of full and part-time staff. Ability to take advantage of opportunities to develop new work in the area (including building and service development) is seen as crucial to this senior post.

Salary JNC Level 3 (4-4), currently £10,000 - £14,800 + £308 Fringe Area Payment.

Hertfordshire County Council operates a CETYCW agreed Staff Development Policy for Youth & Community personnel. The authority has a generous relocation package for staff moving into the area.

Details and application forms, to be returned by 18 December, are available from the Youth & Community Office, Dacorum College, Marlowes, Hemel Hempstead HP1 1HD, telephone (0442) 83771 extension 85. For an informal discussion on this post please ask for Chris Hannah.

Applicants will be considered on the basis of their suitability for the post, regardless of sex, age, race, nationality, marital status or disability.

**Hertfordshire County Council**  
An Equal Opportunity Employer

### Youth and Community Service

**BRISTOL**  
DIocese of Bristol  
RESIDENT WARDEN  
COUNCIL FOR YOUTH CENTRE

An imaginative and creative person is required to work with a small group of young people in Bristol. The person will be responsible for the day-to-day running of the Centre and will be in contact with young people in the community.

Diocesan Incumbents Salary scale, plus housing.  
Details from the Diocesan Director of Education, 33 Great George Street, Bristol BS1 5DZ.  
Applications by 17th December 1987. (47374) 440000

**DERBYSHIRE COUNTY COUNCIL**  
Please see composite advert on Secondary. 440000 (13858)

### NATIONAL ASSOCIATION OF BOYS' CLUBS

**YOUTH AGAINST DRUGS PROJECT LEADER**  
Research, Organise and Development

The National Association of Boys' Clubs seeks to appoint a project leader to develop research which will assist work in the Youth and Community Service to deal confidently with issues arising out of the non-medical use of drugs in their lives is essential.

This is a three year post rounded the O.J.S. The salary will depend on experience but is likely to be £11,000 to £14,000.

Further details and application forms from: Lee Dickens, 18 Lennox Avenue, Burlington, Tel: 01558 9981 (05371) 440000

### OXFORDSHIRE COUNTY COUNCIL

**COMMUNITY EDUCATION WORKER (YOUTH)**  
Abingdon

Salary: Level 2 £1,003 - £13,400 (under review)

An imaginative and creative person is required to work with a small group of young people in Abingdon. The person will be responsible for the day-to-day running of the Centre and will be in contact with young people in the community.

Further details available from the Area Youth Education Officer, 25 Mill Street, Winton, OX1 9AB. Tel: Winton 8555. To be returned by 4 January 1988.

**AN EQUAL OPPORTUNITY EMPLOYER.** 440000 (147810)

**WEST SUSSEX EDUCATION DEPARTMENT**  
**DEPUTY YOUTH CLUB**  
Salary JNC Level 3, Scale 1, £15,000 - £14,600 p.a. plus Fringe Allowance

Applications are invited from suitably experienced and qualified persons for the above post. The person appointed will have the demanding but enjoyable task of leading a youth club in purpose built premises completed in November. There are unique opportunities for developing an exciting programme of activities orientated around education because of the location of this facility adjacent to Crawley Town Hall.

Leisure Centre. The Authority offers good conditions of service, training and support, and excellent opportunities for career advancement with removal and resettlement opportunities given in appropriate circumstances.

Closing date: 14th December 1987.  
Interview date: 15th January 1988.  
For an informal discussion contact: Youth and Community Officer, Tel: 01293 3661.

Application forms and further details are available from: The Youth and Community Office, Education Department, Old Marham Road, Southgate, West Sussex, RG11 6PQ. (05637) 440000

### YOUTH SERVICE ORPINGTON AREA

### Full-Time Youth Worker

**Seven Youth Centres, Lyngate Road, Orpington, Kent**

We need a qualified and experienced Youth Worker, committed to an area team approach. The "Seven" is a large purpose built centre on two floors, close to the centre of Orpington and all its amenities. The premises are dual use shared with Age Concern who hold day centres on the premises.

You will have the support of a team of part-time staff including some who work during the day time with unemployed young people and with groups of young people with various disabilities. The Centre programme is social education based. You should be able to demonstrate effective management skills applicable to the post.

Salary within JNC Level 2, Scale 3, points 3-11 (£10,200 - £13,400) plus London Weighting (£785).

For an informal talk about the post, please telephone John Webster on 0888 26874.

For further information and an application form, please write to: Director of Education (Y.S.), The Town Hall, Tready Road, Bromley, Kent, BR1 1SB or telephone 01 484 3333 extn 4574.

Closing date 31.12.87. (131881)

**Bromley**  
THE LONDON BOROUGH

### Local Education Authority Administration

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer

**PARISH OFFICER (2)**  
Full-time posts  
Based at Wycombe and Milton Keynes  
Salary Scale 4/5/6 (£7,635 - £10,647 p.a.)

Applicants for these posts must have the following qualifications: Officers and Clerks completing the Diploma in the above areas to cover the duties of the posts.

Application forms and further details from: Chief Education Officer, 101, Aylesbury Road, MK35 2JG, Aylesbury, Bucks. Tel: 0494 353323. Closing date for applications: 18 December 1987. (103954) 450000

**NEWHAM LONDON BOROUGH OF NEWHAM**  
An Equal Opportunity Employer

**EDUCATION DEPARTMENT**  
**INCENTIVE ALLOWANCE 'O'**  
£25,000

Required April 1988 or as soon as possible.  
An experienced teacher is required to join the team which is based at INSET. The team works with teachers throughout the Authority to support the development of INSET in their Schools/Colleges.

London Allowance £1,215. Allowance forms/further particulars, 1st-4th place available from the Director of Education to whom completed forms should be returned by 18 December 1987.

High Street, Stratford E15 4RD. (05378) 45000

### LOCAL EDUCATION AUTHORITY ADMINISTRATION

continued

**SEFTON METROPOLITAN BOROUGH OF SEFTON**  
EDUCATION COMMITTEE  
EDUCATION OFFICER (2)

Based at Sefton and Southport  
Salary Scale 4/5/6 (£7,635 - £10,647 p.a.)

Applicants for these posts must have the following qualifications: Officers and Clerks completing the Diploma in the above areas to cover the duties of the posts.

Application forms and further details from: Chief Education Officer, 101, Aylesbury Road, MK35 2JG, Aylesbury, Bucks. Tel: 0494 353323. Closing date for applications: 18 December 1987. (103954) 450000

**NEWHAM LONDON BOROUGH OF NEWHAM**  
An Equal Opportunity Employer

**EDUCATION DEPARTMENT**  
**INCENTIVE ALLOWANCE 'O'**  
£25,000

Required April 1988 or as soon as possible.  
An experienced teacher is required to join the team which is based at INSET. The team works with teachers throughout the Authority to support the development of INSET in their Schools/Colleges.

London Allowance £1,215. Allowance forms/further particulars, 1st-4th place available from the Director of Education to whom completed forms should be returned by 18 December 1987.

High Street, Stratford E15 4RD. (05378) 45000

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

### PRINCIPAL ADVISER

Salary: Southbury Points 25 to 28  
£26,751-£28,251 per annum

An exciting opportunity exists to join one of the largest education authorities in the country. Lancashire is vanguard in its planning work in many areas.

This is a key post leading a team of 57 advisers providing service to primary, secondary and special schools and to Further Education. The Principal Adviser will undertake essential work including setting up new strategies to implement local and national curriculum policies and for the training of teachers.

Lancashire is a County with a rich diversity of landscape from the 77 miles of coastline to the rugged moorlands in the east. It is the home of some of the most beautiful scenery in the country, with a moderate cost of living - and housing - which gives a high quality of lifestyle.

The person appointed will have extensive knowledge of advisory and inspection work and be committed to a close working relationship with professional teachers in schools and colleges.

Application forms and further details from the Chief Education Officer, Education Department, P.O. Box 81, County Hall, Preston PR1 8RJ (S.A.E. please). Quoting Ref: CO 3921/PJ.

Closing date: 21st December 1987. (102270)

## LONDON BOROUGH OF HAVERING

### EDUCATION DEPARTMENT

### CAREERS OFFICER

**RAINHAM**  
Grade APTC Scale 5/6.  
Salary £9,528 - £11,385 p.a.

Energetic and enthusiastic Careers Officer required to carry out the full range of Careers Officer duties. Qualified and/or experienced Careers Officers preferred.

Further details and application forms available from the Director of Educational Services, Mercury House, Romford, Essex RM1 3DR (Ref. 5551/fing/LG/357). Tel: Romford 766999 Ext. 4551. Closing date 18th December 1987. (101653)

## MEDIA RESOURCES OFFICERS

£9,315-£11,871 inc.  
(entry based on age e.g. age 29 + £11,039 inc.)

The ILEA is seeking experienced educationalists with a keen and broad interest in the art and technology of communication to train and develop their careers as Media Resources Officers.

An initial full-time/5 month training programme is followed by a 10 month probationary period and sets out to prepare you for the highly rewarding and interesting task of leading the Media

Good media production and communication skills are of paramount importance, along with an aptitude for organisation and management and a close familiarity with media resources equipment and facilities and their use with education. A commitment to equal opportunities and positive ideas on implementing the anti-racist, anti-sexist and other educational policies of the ILEA are essential.

Resources Department at one of our educational establishments, where you will play a significant part in the management and development of media resources, advising and training staff and pupils in their use and designing and producing a wide range of learning materials. The introduction of new technology will be a continuing challenge and you will be expected to make a major contribution to curriculum development.

You may be a qualified teacher or have worked in education or industry as a lecturer, trainer, graphic designer, photographer, technician or broadcaster. You must, in addition, either hold an approved qualification in Educational Technology or Curriculum Development or be a graduate with at least 3 years' teaching/training experience (appropriate overseas qualifications are acceptable).

Promotional prospects are excellent, both within MRO Grades and the Learning Resources Branch as a whole.

The ILEA provides services for a multi-racial area and people from black and ethnic minority communities are currently under-represented as Media Resources Officers. We should therefore welcome applications from members of these groups. Race Relations Act exemption section 38(1)(b) applies.

All posts are suitable for job sharing.

For further details and an application form please write to ILEA, PER/PS5, Media Team, Room 265a, The County Hall, London SE1 7PB quoting Job Ref. No. 126 and enclosing a large a.s.

Closing date: 18th December 1987.



### EDUCATION DEPARTMENT

### PRINCIPAL OFFICER

(Technical Support Services) PO4  
Salary up to £17,574.

Applications are invited for this challenging new post which will be responsible for:-

- the efficient management of the operation of the Grounds Maintenance and Catering and Cleaning Service.
- the provision of administrative support and advice to the County Catering Service.
- initiating and undertaking reviews to ensure the efficiency and improvement of the services.
- ensuring the effective and efficient use of resources.
- taking a major role in planning and implementation of proposals on competitive tendering.

The successful applicant who will come from a variety of backgrounds will be highly motivated, energetic and have a proven management record. The ability to manage change with enthusiasm is essential. Generous relocation expenses are payable in approved cases.

Closing date: 23 December 1987.

Application forms and further details available from (a.s. please) the County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford (0245) 482211 Ext. 30255. (10167)

## ESSEX County Council

### EDUCATION DEPARTMENT

### Senior Adviser with particular responsibility for English and Language Development

B.H.T. Group 10 - £19,250-£20,766  
Ref No 11

Applications are invited for the above post from well-qualified experienced primary or secondary school teachers with good organising ability who are able to offer advice on all aspects of the curriculum and organisation in English and Language Development and will have general responsibility for a group of schools in the Borough. Applicants should have experience at a senior level of the management, organisation and curriculum planning in a school and previous experience as an adviser or evidence of participation in curriculum planning and development at an authority level will be an advantage.

Essential Car Allowance is payable. Previous Applications will automatically be reconsidered.

Application forms and further details are available from the under-signed to whom they should be returned by 21st December, 1987.

KEITH EVANS  
Director of Education  
Shire Hall, MOLD,  
Clwyd CH7 9ND  
(01704) (101630)

CANVASSING SHALL DISQUALIFY APPLICANTS. APPLICATION FORMS AND INFORMATION PACK ARE AVAILABLE FROM THE HEAD OF MANPOWER SERVICES, MUNICIPAL BUILDINGS, KIRBY, MERSEYSIDE, L32 1TX. TEL: 051-443-4187 (24 HOURS). CLOSING DATE: 17TH DECEMBER, 1987.

**KNOWSLEY**

## CLWYD COUNTY COUNCIL



## EDUCATION DEPARTMENT PRINCIPAL ADVISER FOR IN SERVICE EDUCATION

Salary up to £25,251 (under review)

The Principal Adviser, who is based at the County Education Centre in Chelmsford, works under the direction of the Chief County Inspector and is responsible for the production, delivery and evaluation of the County's in-service programmes. He/she will work in close association with the Education Officer (Inset Administration and Finance). Applicants should have substantial and appropriate experience in the training of practising teachers, particularly as it relates to the work of an Advisory Service.

Closing date: 18 December 1987.

Generous relocation expenses are payable in approved cases.

### RE-ADVERTISEMENT

#### CAREERS OFFICER (MAIN GRADE)

Aveley Careers Office  
Scale 5 - £8790 - £9554 plus £225 Outer Fringe Allowance, Post No. - C0886

Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties, including vocational guidance of young people in schools and counselling and guidance for the young unemployed.

Temporary housing accommodation and relocation expenses may be available. Good progression prospects to senior posts.

For an informal discussion contact Laurie Hutchinson on Greys Thurrock (0375) 374442/3.  
Previous applicants need not re-apply.

#### CAREERS OFFICER (POST 16) -

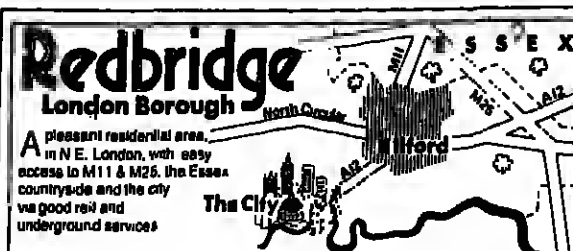
Breintree Careers Office  
Scale 5 or 6 - £8790 - £9554 or £9966 - £10647  
Post No. - C0836

An experienced Careers Officer is required to work with the 16-19 age group in the Breintree area. This is a temporary position to cover maternity leave.  
Closing date: 19 December 1987.

Application form and further details for all posts are available (a.s.a. please) from the County Education Office (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex CM1 1LD. Telephone: 0245 492211 Ext. 30265. (11084)



## L.E.A. ADMINISTRATION continued



### Adviser for Religious Education (Currently, Soulbury Scale points 10-13 + London Allowance, £20,046 - £21,546 p.a.)

Applications are invited for the above post from candidates who have had wide and successful R.E. teaching experience and who hold, or have held, a post of substantial responsibility within a school. The present R.E. Adviser retired recently and it is hoped that his successor will take up appointment as soon as possible.

The authority recently published a new Agreed Syllabus, which takes into account the multi-faith nature of the Borough, and the new adviser will have a very important part to play in the implementation of that Syllabus.

Candidates should have high educational standards, be hardworking and enthusiastic and be keen to work as a member of a team. Redbridge is committed to the development of a broad, relevant and coherent curriculum for all pupils and its advisory and central support services are seen as having an important role to play in this and in maintaining and improving educational standards generally.

Generous removal and relocation expenses (up to £3500) payable in approved cases.

This is a re-advertisement. Previous applicants for this post will be reconsidered automatically and need not re-apply.

Further particulars and application forms from the Director of Educational Services, Education Offices, 255/259 High Road, Ilford, Essex IG1 1NN.

Closing date: 14th December 1987. (11024)

## COUNTY EDUCATION DEPARTMENT CAREERS SERVICE

### APPOINTMENT OF CAREERS OFFICER (POOLE)

(Based at the Area Careers Office,  
3, Park Road, Poole)  
POST NUMBER C0154X

Applications are invited from professionally qualified, experienced Careers Officers to fill a post as a Careers Officer in the Poole Office, following the promotion of the present postholder.

Poole is one of the fastest growing areas in the County, with port, industrial, commercial and rural industries, and this post offers an exciting opportunity to join a forward looking team.

This is a generalist post and the appointee will undertake a full range of duties expected of a Careers Officer, working with Schools and Industry.

You should hold a valid full driving licence and should have received training approved by the Careers Service Committee of the Local Government Training Board, and have at least Part 1 of the Diploma in Careers Guidance or the Diploma in Vocational Guidance.

Salary Scale 4/MSB £7,868 to £10,847.

Application forms returnable by 18 December 1987, and further details from the County Education Officer (MDI), County Hall, Dorchester, Dorset, DT1 1XJ. Tel. Dorchester (0308 204171).

(Please quote post number). (11021)



## Buckinghamshire County Council

An Equal Opportunity Employer

### EDUCATION OFFICER AYLESBURY VALE AREA EDUCATION OFFICE

Salary: P08/8 (£19,548 - £21,825 p.a.)

Based in Aylesbury, this post has responsibility for a wide range of work with and in support of schools in the Aylesbury Vale Area.

Applicants should be graduates with experience in teaching and educational administration and able to contribute to the overall work of the department.

Car user allowance. Attractive relocation package worth up to £7000 plus mortgage subsidy available.

Further details and application forms from: Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury (0298) 382810). Closing date for applications: 21 December 1987. (11022)



## REGIONAL COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

### SENIOR ASSISTANT DIRECTOR OF EDUCATION (Community Education Services)

£18,861-£20,208

Applications are invited for this Senior Management post within the Directorate of the Fife Regional Council Education Department, based in Glenrothes.

The postholder will be responsible for managing and developing services provided through Informal Further Education, Youth and Community Service, Community Use of Schools and a number of specialised units including the Arts in Fife, the Lochgelly and Lomond Centres, Fife Institute of Physical and Recreational Education and the Fife Regional Park.

Fife Regional Council's policy is to extend access to educational opportunities. The successful candidate will be expected to work closely with other senior staff in the Post-16 sector to further advance this policy by the provision of an integrated and comprehensive continuing education and recreation services.

Candidates should be qualified teachers with a background of successful administrative experience at senior management level preferably with an education authority. The successful applicant will be required to demonstrate drive and commitment and a relevant specialist interest.

Application forms and further details are available from the Director of Manpower Services, Fife House, North Street, Glenrothes, to whom completed forms should be returned by MONDAY, 21st DECEMBER, 1987. Telephone: Glenrothes 75411, Ext. 3576. Reference DMS/47/138/TS.

## L.E.A.

### ADMINISTRATION

continued

## STOCKPORT SPECIALIST CAREERS OFFICER FOR THE UNEMPLOYED

£9,157 - £9,584  
CAREERS CENTRE  
Ponsonby Road, Edward  
Street, Stockport  
Funded under the Department  
of Employment's Strengthening  
Scheme, this appointment  
is initially until 31st March  
1988, at which time the position  
will be reviewed.

To work closely with local  
Managing Agents and their  
trainees as well as with un-  
employed young people in the  
borough.

He/she will also have a  
heavy involvement in the  
starting of information about  
V.T.S. and alternatives to  
unemployment with col-  
league and will play an im-  
portant role in helping to  
shape the pattern of local  
provision.

Application forms and  
further details obtainable  
from the Director of Education,  
1061-490, 4849, Ext.  
5141, County Hall, Stockport,  
SK1 1XX. Closing date  
12.12.87.

Stockport is an Equal  
Opportunity Employer.  
(19537)

### LONDON BOROUGH OF HILLINGDON CAREERS OFFICERS

Scale 5 £9528 - £10,392 p.a. inclusive (under review)

Applications are invited from enthusiastic Careers Officers for vacancies which have arisen at the Hayes and Uxbridge Careers Offices, although you should be prepared to be mobile throughout the Borough. The successful applicants will have particular responsibility for two schools and be encouraged to be involved in various new initiatives that are taking place in a service which is changing to meet new demands. Applications will also be welcomed from those serving their Probationary Year.

Application forms and further particulars available from the Personnel Division, Civic Centre, High Street, Uxbridge, Middlesex, UB8 3UW. Telephone Uxbridge 50588 (24 hour answering service available) quoting reference E/148XR. Closing date 19 December 1987.

Hillingdon, as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability. (11071)

## EDUCATION DEPARTMENT

### ADMINISTRATIVE

#### ASSISTANT:

£10,704-£11,385 inc. pa.

Head of Admissions and Grants Section.

This newly created post, arising from a recent departmental reorganisation, combines responsibilities for school admissions, suspended and excluded pupils and associated appeals procedures with pupil grants and other related pupil services.

The successful candidate will be responsible for the day to day management of a small team of staff and will also undertake liaison with schools and various other agencies.

Applicants should preferably have experience of working in a pupil services section, have good oral and written communication skills and be able to demonstrate the initiative and managerial ability required in this key position.

Form and job description from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3QB (01-891 7518), returnable by 18th December, 1987. (11043)



## LONDON BOROUGH OF RICHMOND UPON THAMES

an equal opportunity employer

### Education Department

#### Divisional Careers Officer

(Based at York)

Scale S02: £12,156 - £12,882

We are looking for an energetic Careers Officer with substantial experience to join our Senior Management Team. This post is one of two Divisional Managers with a responsibility for directing the professional work of three district teams of Careers staff in the eastern half of the County. You will have oversight of the teams in York, Scarborough and Selby, as well as responsibility for two Divisional Specialist Careers Officers working with further education students, and young people with special needs.

Application forms and further particulars from the County Education Officer, Room 501, County Hall, Northallerton, DL7 8AE. (a.s.a. please). Closing date 21.12.87.

NORTH YORKSHIRE COUNTY COUNCIL

## General Administration

### CARDIFF NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION

#### PROJECT OFFICER FOR THE WALES COMMITTEE OF NIACE

Project Staff

DEVELOPMENT IN ADULT  
EDUCATION SERVICES

Salary Range: Principles  
Lecturer (£14,784 - £18,588  
- pay award pending)

The Institute wishes to  
appoint a full-time suitably  
qualified Project Officer to  
be responsible for the above  
MSC funded project. The  
appointment will begin as  
early as possible in 1988 and  
will conclude on 31st August  
1989. The salary will be on  
the Principal Lecturer's scale  
£14,784 - £18,588  
- pay award pending. NJC con-  
ditions of service for local gov-  
ernment officers will apply.  
There is some scope for nego-  
tiating terms of employment  
for a suitable candidate,  
ranging from full-time  
appointment with or without  
secondment to job sharing.

The Project Officer will  
have a permanent base in  
Cardiff, Wales, and will be  
a member of the Welsh  
Joint Education Committee  
Officers.

Further details may be  
obtained from the Adminis-  
trative Officer, Wales Com-  
mittee of NIACE, Education  
Department, Welsh Joint  
Education Committee,  
Western Avenue, Cardiff CF5  
2YX. Applications should be  
submitted by 18 December  
1987.

NIACE is an equal oppor-  
tunity employer. 500000

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## Department of Education and Science

### HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the educational system.

Current vacancies are for specialists in:

#### PRIMARY EDUCATION: Ref. 17/88

Applicants should have relevant teaching experience and knowledge of current thinking and practice relating to the curriculum and to school organisation within the 5-13 age range. It will be advantageous to have held a post of substantial responsibility in primary education and in have significant expertise and knowledge of a particular subject or curricular area.

#### SPECIAL EDUCATIONAL NEEDS: Ref. 18/88

Applicants should have wide and varied experience of work with pupils who have special educational needs in special and/or ordinary schools or units. Applications would be particularly welcome from those who have qualifications and experience in teaching the hearing-impaired, those with emotional and behavioural difficulties and/or pre-school and early years children with special educational needs.

#### TEACHER TRAINING: Ref. 19/88

Applicants will be expected to have experience and expertise in the work of schools and teacher training institutions; an ability to contribute in the fields of English or mathematics would be particularly welcomed. An interest in the in-service education of teachers would also be helpful.

Starting salary for all posts is within the range £18,786-£25,335. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 11 December 1987) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, LONDON, SE1 7PH. Telephone: 01-934 0798/0799/0800.

The Civil Service is an equal opportunity employer.

## Careers Officer

We need a qualified Careers Officer to join a lively team of staff in our modern Careers Office in Reading. Berkshire is an area of growth and opportunity with a Service seeking to anticipate and respond to its needs. Computer systems are widely used. Assistance towards removal, car allowances and staff development schemes are available.  
Salary scale £8,790 - £9,654 (upto £9,673 after January '88) - under review.  
Students completing courses in December '87 will be considered for Probationary Year appointments. Salary scale £8,256 - £9,634.  
If you wish to discuss the post further contact Martin Walker on Reading 587772.  
Further details and application form available from: Director of Education (C), Shire Hall, Reading, RG2 9XE (SAB).  
Closing date 21 December.



## Royal County of BERKSHIRE

AN EQUAL OPPORTUNITIES EMPLOYER

## Education Officer

The British Council is an independent body which promotes Britain abroad.

Our Education Department, which provides advice and support to British Council offices overseas, departments in London and the Overseas Development Administration (ODA) on a wide range of fields in British education, wishes to recruit a specialist adviser in mathematics education and computers in education.

The job involves:

- identifying specialists and consultants for British Council work overseas and briefing them before departure;
- providing professional support to overseas specialists in mathematics education and computers in education;
- advising on professional programmes and training courses for specialists coming to Britain to study these subjects;
- working with the ODA on project planning and administration;
- liaising with senior academics and education officials both in Britain and overseas.

The post is based in London but we shall want you to travel extensively within Britain and occasionally overseas.

You will need to have a degree in mathematics, computing or a related subject, and substantial experience of educational work in either of these subject areas at school level. Overseas experience in educational projects would be an advantage.

The starting salary (including London Weighting) is £18,815.

For further particulars and an application form to be returned by 18 December 1987 please write, quoting references E/5, to Personnel Management Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council is an equal opportunity employer.



(11023)

## HAMPSHIRE Deputy Area Education Officer North West Hampshire £21,441 - £23,568

The post involves:

Deputising for the Area Education Officer and membership of the Area Management Team, the role of which is the co-ordination and appropriate implementation of all policy matters relating to the North West Hampshire Area.

The Area Office operates in four sections:

Staffing, Committee and Support, Personal Services, Buildings and



## GENERAL ADMINISTRATION continued

### PRINCIPAL OFFICER (Southern Region)

To complete our Regional Management Team, we need someone to lead the development and management of our work with adolescents and young people. Work will include the management of existing projects for young people in London and Oxford as well as sharing responsibility for work with families, young children, travellers and refugees etc.

Broad management experience is essential as well as a capacity to respond creatively to the issues affecting the groups with whom we work.

Startling salary as of 1.2.88 will be £15,600 p.a. (including London Weighting) on a rising scale to £17,724 p.a. (linked to points 37-42 on the NJC Spinal Column). A car will be provided.

SCF Southern Region is concerned to become more representative of black and ethnic minority people and therefore welcomes applications from these groups.

For job description and application form please send a large S.A.E. to Terese Johnstone, SCF, 49 Goldhawk Road, Shepherd's Bush, London W12 8QP.

This is a re-advertisement and previous applicants need not apply.

Closing date for applications is 21st December 1987.

**Save the Children**  
aim to be an equal opportunities employer

### Child Care

#### GLoucestershire

New Barns, a THERAPEUTIC COMMUNITY for 55 emotionally disturbed boys and girls from 7 to 14, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of the TEAM, willing and able to share very fully in the whole life and work of the community.

For one, appropriately qualified, their contribution might ultimately include some specific responsibility for one of our class groups, where primary and remedial experience would be useful. Appropriate salary scale.

Home Lane Trust, New Barns School, Church Lane, Toddington, Cheltenham, Gloucestershire. GL54 0DD. (02851) 540000

HEREFORD & WORCESTER COUNTY COUNCIL

RHYOL COURT SCHOOL, Henley Castle, Worcester

RESIDENTIAL CHILD CARE ASSISTANT, GRADE 1 (Monday to Friday only)

To give attention to the needs of boys (10-15 years of age) with emotional and behavioural difficulties, an interest in and an ability to organise activities is essential. Ability to organise activities is essential.

£4,778 - £5,718 per annum. Letters to Headmaster. Only successful applicants will be notified. (19881) 540000

### Educational Psychologists

JOB-SHARE -Wanted, experienced psychologist to share application to: L.E.S.A. Educational area. Tel: 184 8888. (18578) 880000



**Schools Psychological Service,**  
Lodford Hill, Loxford Lane, Ilford, Essex IG1 2PL

We are seeking for April 1988 or as soon as possible thereafter a

**Principal Educational Psychologist**  
(£19,151-£20,763 plus Outer London Allowance)

to lead a team of seven psychologists and two educational therapists currently based at the Child and Family Consultation Centre. Also based at the centre are psychiatric social workers, psychiatrists and psychotherapists.

The Authority has well developed special education provision and with the appointment of a special needs adviser and reorganisation of its remedial services is now seeking to develop special head help in ordinary schools.

The successful applicant should be able to lead the Schools Psychological Service, liaise with other agencies and work collaboratively with schools and units. Informal telephone enquiries may be made to Rhona Gordon or John Pallet in the Education Department (telephone no. 01-478 3020).

Application forms and further details can be obtained from the Director of Educational Services, Education Office, Lynton House, 265-269 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 5 January 1988.

(19171)

### Examiners

ARE YOU AN EXPERIENCED LEVEL EXAMINER in English, Geography, History or Science? Are you interested in helping part of a major GCSE publishing venture? If so, write giving full details of teaching, examination and curriculum development experience to: Box 725 0881, Priory House, St John's Lane, ECLIPSE (19881) 400000

### THE SOUTHERN EXAMINING GROUP

The Southern Examining Group invites applications for posts as MARKERS for CHEMISTRY and COMPUTER STUDIES for the 1988 GCSE examinations.

Applicants should have appropriate qualifications and at least four years recent relevant teaching experience.

Further information and application forms may be obtained from the Southern Examining Group, 102, 103, 104, Office, Ewart Place, Summerstown, Oxford OX4 1BZ.

Closing date for completed applications is Monday, 20 January, 1988. (18777) 600000

### EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGISTS

£11,646 - £17,211 + London Allowance £1,215.

Applications are invited for the position of Educational Psychologist.

The successful applicants will be part of an establishment of 11 Educational Psychologists who are expected to facilitate the full implementation of the 1981 Education Act and augment the range of existing services at present provided by the School Psychological Service.

Service delivery is largely team based although there is plenty of scope for individual work.

A particular emphasis is placed on regular consultations with teachers in Primary, Secondary and Special Needs establishments.

Newham Council is committed to an equal opportunities policy. This means that the Council is committed to ensuring that no job applicant or employee will receive less favourable treatment on the grounds of race, age, marital status, sex, sexual orientation, disability, or is disadvantaged by condition of requirements which cannot be seen to be justified. All jobs are open for job sharers, unless otherwise stated.

The School Psychological Service is committed to actively promoting an integrationist policy towards Special Needs.

Applications will be accepted both from newly qualified, as well as experienced, Educational Psychologists.

All candidates, however, should have an Honours Degree in Psychology, post graduate training in Educational Psychology and appropriate teaching experience.

Applications from Educational Psychologists with specialist knowledge of, or an interest in, ethnic minorities will be particularly welcomed.

Please quote Ref: E848. Closing Date: 18th December 1987.

Further details and application forms are available from the Director of Education, Education Offices, 379-383 High Street, Stratford, London E15 4RD. Tel: 01-819 8276 (24 hour answerphone).

**Newham**  
An Equal Opportunity Authority

### EDUCATIONAL PSYCHOLOGIST

£15,000-£18,177

Applications are invited from fully qualified, preferably experienced, educational psychologists to join a well established team and contribute to the development of the service.

The Authority has recently completed a comprehensive review of special educational needs policy and significant changes are planned in terms of policy, practice and provision.

Applicants for this post must be skilled, enthusiastic practitioners with an interest in making a relevant input to the Authority's special needs INSET programme for teachers. In addition to providing a support service to a group of schools, as an area psychologist.

Informal enquiries may be made to the Principal Educational Psychologist, Mr. G. Bradley (tel: St. Helens 0744) 22465.

Closing date 18th December 1987. For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Tina Short on St. Helens 52123 or St. Helens 24081 Ext: 2073/2074.

As part of the Council's Equal Opportunity Policy, applications are welcome from people regardless of disability, marital status, race or sex.

(19131)

**St Helens**  
PUTTING THE COMMUNITY FIRST

### EXAMINERS continued

#### OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD

Applications are invited for the following posts in the Cambridge Office:

ASSISTANT SECRETARY OR SENIOR ASSISTANT SECRETARY, to commence 1 May 1988, to act as Finance Officer.

Assistant Secretary £12,605 p.a.; Senior Assistant Secretary £21,805.

ASSISTANT TO THE SECRETARIES, Grade 1 or 111, to commence as soon as possible. Recent secondary teaching experience required. Duties will include assisting with one or more of Mathematics, the Sciences, English, Geography, Social Studies.

Grade 11 £11,480 - £14,880; Grade 111 £8,305 - £11,460.

Further information from the Secretary, 10 Trumpington Street, Cambridge CB2 1RQ (19875) 600000

### LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD  
LONDON REGIONAL EXAMINING BOARD  
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following appointment:

**Chief Examiner for June 1989**  
GERMAN ORAL (Re-advertisement)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application form and further details may be obtained from: The Secretary, East Anglian Examinations Board, The Linds, Lexden Road, Colchester, CO3 3RL.

Completed application forms should be returned by 17 December 1987. Previous applications will be considered with any new ones received.

(11640)

### MIDLAND EXAMINING GROUP

GCSE EXAMINERS AND MODERATORS (ALL SUBJECTS)

The Midland Examining Group invites applications from teachers and other suitably qualified and experienced people to assist with the marking of GCSE scripts and the moderation of GCSE Course Work marks in 1988.

There are vacancies in most subjects. Full details and application forms may be obtained from:

The Secretary,  
East Midlands Regional Examinations Board,  
Robins Wood House,  
Robins Wood Road,  
NOTTINGHAM, NG8 5NR.

Applicants should state the subject(s) and the type of work (Examining or Moderating) in which they are interested.

(19140)

### LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD  
LONDON REGIONAL EXAMINING BOARD  
UNIVERSITY OF LONDON, SCHOOL EXAMINATIONS BOARD

General Certificate of Secondary Education Examination

Applications are invited for the following CHIEF EXAMINER appointment:

**Chief Examiner for June 1991**  
Geology

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application form and further details may be obtained from: The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 7 January 1988.

(19130)

### Miscellaneous

#### HOUSE-SITTING Think of having a house-sitter while you are away? Professional European families are interested in house-sitting your home.

For details phone Reading 72824 or write G. Sink, 1000AC Castrium, Holland (18518) 880000

#### SUMMER JOBS AHEAD FOR CHILDREN'S COURTIERS

Experienced people, over 80, needed to organise activities for children on sampling holidays in Europe. Mid-May to Mid-September.

Write for full details to: Paul Monaghan, Children's Couriers Dept, TC4, Eurocamp Travel Ltd., Tatton St., Knutsford, Cheshire WA16 8BC (19078) 680000

#### SUMMER TEACHING JOBS IN AMERICA

Work on American schools' staff, June to August, and under Overseas Appointment. (35878) 680000

### SURREY LANGUAGES CENTRE OF GUILDFORD

Required immediately part-time native speaking Spanish tutor to teach adult conversational Spanish in a business setting.

Letters of application with CV to the Director of Studies, Languages Centre of Guildford, 83 Woodbridge Road, Guildford, Surrey GU1 8DD (05081) 880000

#### UNDERVALUED TEACHERS

Are you satisfied by the salary you receive? Are you like to supplement or even double your present income? Part time appointments, weekends, holidays, in most areas of leading firm of mortgage brokers/insurance consultants to arrange mortgages, remortgages, etc. Full training will be given. Write for full details and application form (s.a.e.) to: The Recruitment Specialist Services, Northampton, Northamptonshire GL1 8DQ (19888) 880000

### INTERNATIONAL BACCALAUREATE ORGANISATION



BATH

The International Baccalaureate Examinations Office seeks to appoint as soon as possible a

### SUBJECT OFFICER For The Arts (Art, Music, Drama)

The Subject Officer will work in close cooperation with the Subject Officer for The Study of Man in Society (Humanities), exercising prime responsibility for the administration of the examination service and providing professional support for examiners. Salary will be according to experience in the range £2,891-£14,285.

### ASSISTANT EXAMINATIONS OFFICER

The Assistant Examinations Officer will work with the Senior Examinations Officer in the processing of registrations, results and despatches to schools, with specific responsibility for the November examination session and the administration of certain services to schools. Experience in administration and keyboard skills would be helpful. Salary will be according to experience within the range £5,000-£10,000.

Applications are invited from graduates with appropriate qualifications for these new positions. An interest in examination administration and international education would be an advantage, and the ability to work as part of a team is important. A knowledge of French or Spanish is an addition to the working language of English would also be an advantage but is not a requirement.

Further particulars and an application form are available from: IBEX, University of Bath, Claverton Down, Bath, BA2 7AY. Tel 0228 62601 (Closing date for receipt of applications is Friday 18 December 1987).

(19120)

### The Army asks more of a teacher than any school.

But then, we're looking for a rather different type of teacher.

As an officer in the Royal Army Educational Corps, you'll teach young recruits and experienced soldiers.

You might coach officers for promotion examinations or teach English to overseas students.

You'll probably spend some time overseas yourself.

And if you decide to stay with us, you could be working in such areas as foreign languages, occupational psychology, educational technology or administration.

And all the time you'll be learning yourself because throughout your period of service, you'll be given every opportunity for professional development, possibly to Post-Graduate level.

This makes you as important as any other male or female officer.

You'll have the same status, the same opportunities for promotion, the same levels of pay.

We think it only fair, therefore, that you should prove yourself their equal as an officer. Seven months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and women and, if it comes to the crunch, carry out operational duties.

After Sandhurst and a spell at the Royal Army Educational Corps training centre, you'll take up your final post.

Your salary, depending on your qualifications, will be between £11,074 and £18,972, back dated to the day you joined.

You can spend three years commissioned service with us or stay for a full career.

As to your qualifications, the main thing is that you should be a graduate.

Assuming you're fit and under 29, you can take a tentative step in our direction by sending a day with some RAE Officers. But, having done so, you'll be under no obligation.

Entry normally takes place in January and September and you are advised to apply at least six months in advance.

For further details write to: Captain Y. Pritchard BA, Recruiting and Liaison Staff, Dept P836, RAE Centre, Wilton Park, Beaconsfield, Bucks. HP9 2RP. Enquiries are invited from both male and female applicants.

Army Officer

## "WE RECOGNISE & VALUE OUR SALES PEOPLE"

### Perhaps you'll recognise yourself

● You want to develop a career in Medical Sales either from past experience or after careful consideration.

● You wish to remain in your current location due to family, friendships, schools etc.

● You would appreciate the satisfaction, security and stability of a high calibre company making significant investments in their future and yours.

● You already have a successful work record as a science teacher.

● You are actively involved in your local community through clubs, societies or activity groups.

● You are aged between 26 and 37.

Norwich Eaton is actively recruiting people who wish to create a long-term medical position for themselves in their own local territory.

We offer the kind of attractive salary and benefits package (including car!) that you would expect from a company that values its people and their loyalty.

We shall be arranging local initial interviews in the near future for immediate vacancies in:

1. CENTRAL BIRMINGHAM  
2. WEST LONDON  
3. SOUTH EAST LONDON

Give us a ring and tell us about yourself.

Phone 021 2782440 before close of business on Monday, 7th December.

**Norwich Eaton**

RO, Box 27  
Newcastle upon Tyne  
NE3 1LR

(19120)

### OXFORD LIFECHANCE Project Worker

Oxford Lifechance is a new organisation which will be working with young people to help them gain greater control over the issues that affect their lives. Adopting an anti-racist approach will be essential.

Innovation and practice development are key aspects of this post. We are therefore looking for a person experienced in work with young people. A particular professional qualification is less important than a commitment to the ethos of the project.

Starting salary at 1.2.88 will be £10,191 p.a. on a scale rising to £12,075 p.a. (on SCF Grade 6 linked to points 26-31 of the NJC Spinal Column).

For job description and application form please send a large S.A.E. to Terese Johnstone, SCF, 49 Goldhawk Road, Shepherd's Bush, London W12 8QP.

Closing date for applications is 18th December 1987.

(19164)

### Save the Children

aim to be an equal opportunities employer

### ALL ENGLAND WOMEN'S HOCKEY ASSOCIATION

### DIRECTOR OF COACHING

Salary in the region of £18,000

Applications are invited for this newly created post which is to be established from April 1988.

An enthusiastic and well motivated person is sought for this important position. The successful applicant will fulfil a key role in leading a range of proposed developments across all levels and ages of hockey within the Association.

Candidates should hold a relevant professional qualification, have proven experience of coaching hockey, and have good organisational and management skills.

An application form and further details of the post may be obtained from: The Secretary, A.E.W.H.A., Third Floor, Argyle House, 29-31 Easton Road, London NW1 2SD. Telephone: 01-278 6840.

Closing date for receipt of applications is 8th January 1988.

(19120)

### THE BICKNELL SCHOOL, PETERSFIELD ROAD, BOURNEMOUTH

### SENIOR RESIDENTIAL CHILD CARE OFFICER

Post No D2671X  
Salary RCO Grade 6 £20,854-£21,047 (unqualified) £11,442 (qualified)

The post is of 'Head of Care' at this residential school for second age boys of above average intelligence who are either emotionally or behaviourally handicapped.

The school is looking for a qualified and experienced Child Care Officer, resident in term time, able to organise and take part in all aspects of the domestic side of the school and child care.

A small flat is available in the school with appropriate deductions/allowances for residential requirements.

Application form and further details from, and returnable to, the Head Teacher. Visits to the school welcome. Telephone Bournemouth 424381.

Closing date 21st December 1987.

(19122)

### LOCUM EDUCATIONAL PSYCHOLOGIST PORTAGE SUPERVISOR

Required for one day per week for a period of 3-6 months to work with an established School Psychological Service. Work will involve providing a full service to a group of schools, including both assessment and advisory work. Applicants should be fully qualified. For further information and discussion please contact Mrs. Brice, Principal Educational Psychologist on Uxbridge (0895) 56521.

Application form available from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex. Telephone 0895 50689 (24 hour answering service available). Please quote reference number E/26/148XR. Closing date 18 December 1987.

Hillingdon is an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

(19123)







